DOCUMENT RESUME

ED 115 270 IR 002 815

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TITLE A Report and Evaluation of the OECA-Integrated Projects V.T.R. Project at Chinguacousy Public Library in Bramalea, Ontario, January 1974-June 1974.
INSTITUTION Ontario Educational Communications Authority, Toronto. Research and Planning Branch.
PUB DATE 74
NOTE 86p.; Papers and Reports Concerning Educational Communications

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Feasibility Studies; *Library Circulation; *Library Equipment; Library Programs; *Library Services; Public Libraries; *Video Cassette Systems; *Video Equipment
IDENTIFIERS *Ontario Educational Communications Authority

ABSTRACT

In 1974, the Ontario Educational Communications Authority (OECA) undertook a study to measure the feasibility of loaning video tape recording equipment and video tapes to home users. A pilot program in one branch library found that, with the assistance of a video instruction package and an instructional booklet, users quickly mastered the operation of the apparatus, and they required very little assistance from the librarian. Questionnaires and observations made by the library staff showed that the instructional experience set up by the library was well received, and little technical difficulty was experienced, but additional publicity will be necessary to promote the use of the equipment by a broader public. The appendixes of this document include the project design, questionnaires, the instructional booklet, and a collection of personal views on the effectiveness of the program. (EMH)

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A REPORT AND EVALUATION OF THE OECA-INTEGRATED PROJECTS V.T.R. PROJECT AT CHINGUACOUSY PUBLIC LIBRARY IN BRAMALEA, ONTARIO JANUARY 1974 - JUNE 1974

IR 002 815

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ACKNOWLEDGEMENT

This project was initiated, organized and funded primarily by the Integrated Projects Branch of The Ontario Educational Communications Authority. The Research and Planning Division of the Authority was responsible for the analysis of the project data. The compilation of the final report was done jointly by Integrated Projects (John Henderson, Project Officer) and Research and Planning, and it was facilitated by Bob Tilroe who acted as the report editor and Research and Planning liaison person.

A number of individuals contributed to the effectiveness of the experience: Paul Avon, VIPS Officer, offered many useful insights and helped to organize the project at the library level. Ann Bibby, the audio-visual co-ordinator at the Chinguacousy Public Library, and her staff, who were very co-operative and supportive, Dr. G. Harry McLaughlin who helped to design the evaluation instruments, and Iro Eweka, Project Compiler, who analyzed and tabulated the data from the questionnaires. We particularly acknowledge the contributions of the library patrons who participated in the experience - especially those who took part in the open feedback sessions.

O.E.C.A. - INTEGRATED PROJECTS

V.T.R. PROJECT AT CHINGUACOUSY PUBLIC

LIBRARY IN BRAMALEA

January 1974 - June 30 1974

PROJECT DESCRIPTION AND PURPOSE

Many libraries in Ontario loan out 16 mm. film and 8 mm. film for home use. To our knowledge, the loaning out of portable video playback equipment from a library outlet for home use has not been done in Canada - and, according to some, not in North America. It was thought that the average individual, given the opportunity to use such a resource in a home setting, would adapt to it as easily or more easily, than to other, similar audio-vidual resources. It was also thought that video hardware offer more responsive control functions than do other audi-visual resources.

Integrated Projects was interested in testing out this assumption.

The primary objective of the project was to test out the feasibilility of loaning out portable video playback equipment through a library outlet, to the average individual for home use.

Because the library personnel at Chinguacousy Public Library in Bramalea were future-oriented and, as well, were sophisticated in the use of audio-visual materials, we felt that we could work in Chinguacousy from a knowledge base which kept the project within a practical, yet innovative framework. It might have been far more difficult to carry out such a project in a library where a technological orientation was missing, or rather, it would have required a different kind of focus and more groundwork.

Initially there were three secondary objectives, which during the course of the experiment, were re-focused because of the added complexity they presented. Any data in this evaluation which concerns these three objectives are general and not specific in nature.

The original three secondary objectives were:

1. To test out the possibilities of using video tape as an individualized instructional aid (i.e. learning how to set up portable V.T.R. equipment)
2. To explore the value and effect of print support material in the learning of a specific manual skill, which has first been presented on video tape (i.e. how to set up portable V.T.R. equipment in your home)
3. To assess the ways in which print material and/or video material can be isolated or combined for the most effective presentation of specific information.

Model and Procedure

At the beginning of the experiment three open reel "port a pak" video-recorders were placed in the library. By the end of the experiment six had been placed.

A tape bank of 250 programs, selected by the library staff from O.E.C.A.'s VIPS catalogue was set up in the library. The library staff was responsible for cataloguing these tapes. As well, a cartridge playback unit and a ten minute video-tape, "Video-tape In Your Home", which explained the hook-up steps of the equipment were included.

A large chart which advertised the program and which also explained in very simple steps how to enter the program and how to go about learning

the use the equipment was placed in a reasonably private yet not too private, part of the library.

Library patrons would read the chart which directed them to get the instructional tape from the librarian at the film department desk. They would then watch the program using the cartridge unit. The cartridge unit was activated by following additional steps on the chart. The patrons watched the program, which they could control and playback as they wished, and then immediately practised what they had learned with equipment provided for such use. The practice equipment and the program equipment were well labelled so that patrons would not confuse the two.

Each person who wished to take out the equipment had to go through this process. When the potential user felt comfortable enough with the equipment to take it home, he or she returned to the desk to request a loan-out and to select program tapes.

Each individual who went through the experiment was given a questionnaire to fill out regardless of whether or not he or she intended to use the equipment. If the person intended to take the equipment home then the library staff member recorded the person's name and listed the equipment and programs to be taken.

Some patrons were given support booklets to take home and some were not. Whether or not the user was given a booklet was randomly decided (i.e. every third person received a booklet). Booklets were only used as take home support aids.

Upon returning to the library each user filled out a second questionnaire. The library kept track of any repeaters. The repeaters did not have to fill out any more questionnaires upon subsequent use of the units.

The Equipment - Rationale for Use

Integrated Projects was interested in exploring the production process and the educational process of making and using an instructional tape which focused on the learning of a specific skill. Since there was a very real possibility, at that time, that Integrated Projects would be later more involved in the making of such "how to" tapes it seemed logical to explore that process as a secondary objective within the broader context of the feasibility study.

The "port a pak" reel to reel playback unit was selected rather than cartridge or cassette units for the following reasons:

1) The equipment was complex enough to allow the testing out of an instructional tape which focused on the learning of a specific manual skill. It was, as well, complex enough to allow the testing out of the second and third, secondary objectives stated earlier.
2) The equipment was light and portable (compared to the much heavier cassette and cartridge units).
3) The equipment was available without additional cost to the project since it had earlier been purchased.

The Tape (Video-tape in Your Home)

The tape was designed to be simple, straightforward, and non-threatening. In short, most patrons should have felt comfortable with it. Information which did not directly relate to the hook-up steps and the playback functions was omitted from the tape (i.e. recording and dubbing functions). Only the necessary information for using the equipment at home was presented.

Altering the Equipment

Two switches were secured at the proper setting (i.e. the switch-box and the T.V. switch on the side of the unit) to avoid possible confusion in setting up the machine.

The Booklet

A booklet, which closely followed the presentation of material on the tape, was produced originally to be used as take home support material and, as well, to be used as a control in the experiment. How well people learned the steps from the tape was to have been compared with how well they learned the steps from the booklet alone.

However, a print resource had to be added to the process which somewhat affected the effectiveness of the booklet as a control. Because the commercial diagram on the video-recorder unit which showed the threading steps was poorly done, and because both the tape and the booklet referred to this diagram, a large, very clear threading substitute diagram had to be placed in the lid of each unit. We felt that the threading of the machine was where most people would encounter difficulties and was, perhaps, the most crucial step. Since the substitute diagram was taken home in all cases the effectiveness of the support booklet was somewhat diluted even though the booklet contained a comprehensive review of the hook-up steps presented in the instructional tape.

The instructional tape's effectiveness, however, was not altered in a negative way because the threading step was clearly demonstrated and the commercial threading diagram on the machine was only referred to in the tape and not overly emphasized.

A person with previous video equipment experience would have found the diagram on the machine easy to follow. To some novices, but not all, the inaccuracies caused a few problems, as we found out in pre-experiment studies. It made a great deal of sense to introduce the added print resource in order to remove a possible unnecessary obstacle and to re-focus the secondary objectives.

The secondary objectives might still be tested out in much greater detail in a more rigidly controlled experiment using this same instructional tape and somewhat altered print resources.

EVALUATION PROCEDURES

Data Collection and Analysis

Evaluation of the project has been carried out on the basis of information gathered by means of: 1) questionnaires, 2) library staff observations, 3) an evaluation report prepared by the AV Co-ordinator for the library, and 4) through two open feedback sessions with randomly selected groups. Instruments used included a User Questionnaire completed by both individual user and library staff, library booking cards, and observation reports based on notes taken by the project team.

1. Questionnaires

Two Questionnaires were completed by each participant: one before he/she took the equipment home and one after the equipment was returned. The questionnaires were coded in two ways: "C" for those who did not take a support booklet home and "BC" for those who did take the booklet home. Every third person took a booklet home.

Three tables were drawn for each question on the basis of total questions answered. Copies of these instruments were included in the Appendices of this report.

2. Library Staff Observations

The library staff was informally to observe, as best as they could, how people progressed through the learning situation setup in the library. They were asked to note, 1) how comfortable people seemed to be with the process; 2) whether they watched the entire instructional tape and then practised; 3) whether they stopped the tape periodically and practised in steps; 4) how many times people played the entire tape

again or portions of the tape again. Thirty people were observed.

3. Further Analysis and Evaluation

The project leader and research personnel participated in study and discussion of all findings prior to preparation of the final report. Comments resulting from these activities as well as insights gleaned by the project leader are included as a part of the report.

FINDINGS AND DISCUSSION

Open Feedback Sessions

The two open feedback sessions, one held in March and one held in May, were attended by 16 (about 8 at each session) randomly selected individuals who had used the program. The feedback sessions focused on the following:

1) the objectives of the original proposal
2) personal experiences with the video program
3) the content and format of the programs
4) future suggestions for this specific program and for loan-out services in the future.

1. Objectives

The general consensus was that it was feasible to loan out video tape equipment. The service was, to all of those present, a needed new and progressive development in library services.

Most felt that the instructional tape was very effective and that it covered the necessary hook-up steps well. The majority also felt that the process itself - i.e. following minimal print directions, watching the tape and then practising the hook-up steps, was a very effective way of presenting the specific hook-up skills, and for almost all of them, eliminated the need to involve a librarian as an instructor.

2. Personal Experiences

All the borrowers seemed to enjoy the experience. One individual took approximately thirty tapes home the first time, and stayed up late Friday and Saturday nights watching them. Some watched the same program over a second or third time.

The groups particularly like the fact that they could control the medium - replay the tapes as often as they wished, stop and start a

program at will, and so on. They also liked the fact that they could watch a program when they chose to do so and not according to a library's or T.V. station's timetable.

Those who did not take the support booklet home, (4 people) managed, but felt that it might be necessary for most people.

The first group (8 men) had, except for one, some experience in 8 mm. film. Two had experience in video. We discussed the problem of bringing "the average" individual into a program, especially women, who had little if any technical background. They enthusiastically decided that they would make their own program (with port a pack equipment) which advertised the video experiment and the library services. They decided to take this program to show in public places e.g. plazas. The group decided, as well, that they would "spread the word" and encourage friends and neighbours who might not ordinarily use the library to use the video loan-out service. This they apparently did. At the second session there were three women and a larger representation of people with no video or film experience.

3. Program Content and Format

The groups generally were very critical of the programming. Many felt that some of the tapes were out-dated, and that other programs did not take advantage of the visual medium (too many "interview" formats). Those, however, who took home the sports series programs, were much more satisfied than the general groups. There were a few who felt all the programs they watched were good - regardless of content.

Most felt there was a real need for "how to" instructional tapes in almost all areas from gardening to learning languages. The range of tapes the patrons had to choose from (250 tapes) limits the validity of generalizing to "all O.E.C.A. programming."

The groups generally felt that video was most effectively used in small group situations or in individualized study situations. They felt that film would be better for large groups and for entertainment, rather than educational programming.

There were some interesting individual view points:

1) One person said that his children related better to the video tapes than the 16 mm he took home. He also felt that there was "less fuss and noise" using the video equipment.
2) Another individual was interested in being able to tape off air and to watch programs at his leisure.
3) Other individuals were interested in having recording equipment to make their own programs about their community, especially to record historical events.
4) One patron suggested the use of video tape could be used for exposure to the arts, i.e. ballet performances, Toronto Symphony Orchestra, concerts and other artistic and theatre events could be recorded on video tape and then distributed to all parts of the province.

4. Future Services

There was an overwhelming support for the continuance of the program in the future.

Library Staff Findings

The results of discussion with library staff are as follows:

1) Most people seemed to feel very comfortable going through the learning steps.
2) Approximately 90% of the people watched the instructional tape all the way through before practising.
3) About 50% of the 90% then practiced hooking up the set without referring back to the instructional tape.
4) About 40% of the 90% practised the hook-up steps immediately while replaying the tape.
5) The other 10% watched a portion of the tape and then completed the steps presented to that point, and so on.

The observations are general and not specifically conclusive.

AV Co-ordinator's Report

The following verbatum report was prepared upon conclusion of the project by Mrs. Anne Bibby, AV Co-ordinator, Brampton Public Library.

"Referring to the original project proposal I feel it would now be fair to say that the loaning out of V.T.R. playback equipment to the average individual for home use, through a library, is very feasible. This providing that the equipment is robust and easy to operate. It is important, at this stage, to realise that we have only put reel-to-reel equipment to the test and if we are to explore this channel further we should experiment with cartridge and cassette equipment.

To date we have serviced 71 new individuals with equipment and tapes. In all we have serviced 129 people with equipment and tapes which means that about 58 of the 71 individuals came back to re-borrow the equipment.

Taking an average of 4 people in a family this means that approximately 284 individuals viewed videotape at home. This is a conservative figure as many of our patrons invited guests to their screenings.
The setting up of the VTR equipment proved of little difficulty to most patrons. The instructional videotape was received enthusiastically by everyone. It was generally agreed that the additional booklet was an asset as a backup to their practical experience at the library.
All our users enjoyed the experience which was marred only, at times, by unreliable equipment.
Reaction to the content of programs was varied but a very definite picture did appear, on talking with patrons, that this was a very good way of receiving "how to" instructions. The very fact that you can stop, rewind and replay any particular segment of the program is agreed to be one of the major benefits of using the videotape format.
During the term of the experiment we held two meetings with interested patrons who had participated in the project. Again, the general consensus of opinion was that it was very feasible to use videotape as an instructional tool. Enthusiasm for this type of service in libraries was very prevalent. It was generally agreed that there was a need for videotape service as well as 16mm film service. One did not negate the other but merely served a different purpose, video being ideal for individuals and small groups, and 16mm being better fitted for large group use and for certain films which need the scope of a large screen.
The length of the loan period became a crucial issue as the experiment proceeded. It was found that 24 hours was quite inadequate and consequently we extended this to 48 hours.

The variety of tapes was apparently adequate but it was felt that content should be more visual than audio. It was also pointed out that the content, at times, was outdated.

Two thirds of the way through the experiment we injected more life into it by printing handouts and placing one inside each patron's set of books. This certainly succeeded in pulling more people in for a time but, as the summer encroached and the weather improved, the interest dwindled once more. It will be of interest to notice that this is not so with 16mm films. Here the interest does not drop off considerably as patrons are able to continue to show films outside on a warm evening. Psychologically there is quite a difference between watching a small screen in the light and watching a large screen in the dark. In the security of a darkened room, or outside on a summer's evening, viewers appear to feel freer to openly participate in what they are viewing.

From observation staff have indicated that the majority of patrons, approximately 90%, watched the instructional tape all the way through. About 50% of those then threaded the machine without the aid of the tape. The remainder replayed the tape as they threaded the machine. The other 10% of the total intermittently stopped and started the tape in order to complete the task.

Everyone was eager to use the equipment once they realised what the program was all about. The library staff had to do very little selling of the experiment and used very little time in assisting with equipment. On the other hand a great deal of time was spent in discussing program content with patrons. Catalogue cards with short annotations did little to actually inform the patron of the content. This same approach,

of library staff direct contact with patron, has proven very successful in the past in promoting the use of 16mm film. Of course to do the job properly each staff member had to have previewed most of the tapes on hand otherwise they could not have directed the patron or spoken with enthusiasm about any of the programs.

Our booking system is such that we could easily pick out people who returned to borrow the equipment again. All first timers were filed with the booking card and responsibility stapled together whereas "repeaters" were recognised by a single booking card. (See attached samples.) This system is purely a derivative of our film booking system.

Regarding the noticeably busy periods of equipment loan. These, in the main, seemed to fall when the weather was poor. This follows the trend which applies to film useage. Advertising had some effect but not enough to indicate that publicity had brought people in.

Advertising, itself, was done in a variety of ways; through the local press, cable TV and radio; displays in the library; handouts in the library; and by word from library staff, this last method being far the most effective.

One final comment. Videotape, quite obviously, has a major role to play in our futures. Time is becoming a valuable commodity and methods of learning, of necessity, have to offer a quicker route to follow. At the same time, books will not lose their place. They are essential in order to fill in all the minute details. Recreational material in book and film format will also be with us for a long time to come and, I think, will play an even more important part in our futures.

Breakdown of Equipment

A detailed technical analysis of equipment faults was not intended as a part of the project. There were breakdowns. We do feel that many of the problems resulted from the design and sturdiness of the equipment itself. This particular make of equipment, in this particular format, is not as sturdily built nor as thoughtfully designed as other similar makes. We do suggest a testing out of "many" makes before a library decides on purchasing such equipment. Had we used another make I believe we would not have encountered as many break down problems. The problems, however, in most instances were minor and irritating - but did not severely cripple the program.

Questionnaire Analysis

The emphasis in analysing project questionnaires was toward finding evidence in respect to all or some of six project questions. In addition, however, a greater number of Tables (contained in the Appendix) have been extracted then originally planned, which might open up new areas of investigation. In tabulating the data a simple method of labelling the Tables according to whether contents have been derived from form No. 1 or from form No. 2 has been adopted. Thus, for example, Table 1a shows contents derived from Form No. 1, Table 2a shows contents derived from Form No. 2, and so on. Although 59 Forms were labelled "BC", only 48 were actually completed; and although 36 Forms were numbered "C" only 24 were actually completed. Of the total of 95 Forms numbered "BC" and "C", therefore, 77 were actually completed and analyzed.

In addition to questionnaire responses, comments made by participants have been reproduced verbatim in the Appendix. The data analysis is reported sequentially, following the order in which the six questions were posed which the project might answer.

1. Question One

In response to the questions "Can individuals learn to use V.T.R. equipment without the aid of human or print resources?", our findings would seem to suggest that the individual can learn to use the V.T.R. equipment in the manner postulated.

The questionnaires were in two parts, viz: "BC" Forms, which were used by participants who had been supplied with both the cassette and the booklet; and "C" Forms, used by those who had only the cassette.

On analysing the data supplied, 35 out of the 49 (71.4%) participants answering had indicated that they did not feel "an instructional booklet explaining the hook-up steps which you could use at home with you is necessary". 14 of the 49 (30.6%) had answered "YES" to the same question. But here some distinctions might be made. First, the real question was whether or not the individual could learn to use V.T.R. equipment without the aid of:-

(a) HUMAN; or

(b) PRINT resources.

The figures quoted above refer to HUMAN aid. Perhaps the reason for this is that the initial demonstration required involvement of a librarian. However, after that introductory demonstration 71.4% of the participants seemed to have felt that they could handle the equipment without any further aid,

even without the aid of the booklet. Perhaps further evidence of this confidence on the part of the participants could be demonstrated in their answers to the question as to whether or not they would "borrow the equipment". In this case, 77 (100%) of the participants who had completed both Forms 1 and 2 answered in the affirmative.

Secondly, of the 14 who had answered in the negative, 5 were female, aged between 41 and 65; ONE was a male, within the same age-range as the 5 women, who took 390 minutes (6½ hours)* altogether to master the introductory tape; while ANOTHER gentleman, aged between 20 and 40, reportedly took 60 minutes (1 hour) to learn the procedure.

Thirdly, our findings show that, in spite of the apparently extra-ordinary 60 minutes and 390 minutes mentioned above, the AVERAGE number of minutes taken by ALL the participants to grasp the operation of the equipment was 33.3 minutes. A detailed breakdown of the time taken by the "BC" users to get to grips with the new equipment (assisted by HUMAN aid) shows that:

(i)	4 participants	spent	10	minutes	each;
(ii)	9 "	"	15	"	" ;
(iii)	3 "	"	17	"	" ;
(iv)	5 "	"	20	"	" ;
(v)	1 participant	"	22	"	;
(vi)	1 "	"	25	"	;
(vii)	14 participants	"	30	"	each;
(viii)	2 "	"	35	"	" ;
(ix)	3 "	"	45	"	" ;
(x)	1 participant	"	60	"	(having been assisted by the) (Librarian for 10 minutes);
(xi)	1 "	"	390 *	"	(UNASSISTED).

* Probable error in recorded time

On the other hand, a detailed breakdown of the "C" users was in the following order:-

(i) 2 participants spent 5 minutes each;

(ii) 4 " " 10 " " ;

(iii) 2 " " 15 " " ;

(iv) 6 " " 20 " " ;

(v) 4 " " 25 " " ;

(vi) 2 " " 30 " " ; and,

(vii) 3 " " 35 " "

The AVERAGE time taken by ALL the participants in this group to grasp the operation of the equipment was 19.5 minutes. But when taken together, the two sets of participants spent an AVERAGE of 28.6 minutes to learn the use of the equipment. Perhaps we ought to emphasize at this point that the first set of figures above represents those participants who had used BOTH the cassette and the booklet; while the second set of figures represents those who had used the cassette ALONE.

Finally, our examination of the written comments of 72 participants reveals that 6 of them (8.3%) had given negative answers to this first question; and, for greater clarity, those six comments are reproduced, VERBATIM, below:-

1. "I made an error in lacing the recorder - which I should not have made. I missed a step in the instructions. Hence my recommendations" (Form No. 1: BC1 - aged 41 to 65 and MALE: it took him 45 minutes to complete the operation, having been assisted for 5 minutes).

2. "Instruction book to take home would be helpful" (Form No. 1 C15 - aged 41 to 65 and FEMALE: it took her 25 minutes to complete the operation).
3. "Had problem with machine. Tape would not go either way".
4. "Experienced difficulty with blackout of machine number 1 due to fault in heads and trouble with horizontal (?) of heads top of screen due to tension (?). Some (?) factor" (Form No. 2, BC48)
5. "Disappointed. Fizzy pictures with only the sound" (Form No. 2, BC38)
6. "Tape slipped inside guard as shown over. When loading second tape motor sw (?) off as if circuit breaker tripping. Rest O.K. But not video thereafter" (Form No. 2 C4)

2. Question Two

The second question was whether or not "people" were "reluctant to use V.T.R. equipment" and why?

No conclusive evidence from the available data that the participants in this pilot project were reluctant to use V.T.R. equipment was found. Of course, from our analysis of the "difficulties in handling the equipment", we found what we can only in fairness and honesty describe as "teething troubles". But even these did not seem to have created any reluctance on the part of the participants to use the equipment.

In analyzing the response to this second question, it might be useful to study, first, the participants' answers to the questions as to whether or not they "have ever used reel-to-reel videotape machines before".

Of the 50 participants who answered this question in the "BC" group, 12 (24%) said "YES" while 38 (76%) said "NO". In addition, out of the 29 participants in the "C" group, 9 (31%) said "YES" while 20 (68.9%) answered "NO". Taken together, 21 (26.6%) and 58 (73.4%) of the total answers were "YES" and "NO", respectively. Thus, of the total of 79 answers, 21 had used the reel-to-reel videotape equipment before, while 58 had never used it. Obviously, if anybody was reluctant to use the equipment, one would think, it would be someone who, having used one before, had found it useless. But our findings indicate that 77 participants (48 "BC" and 29 "C" users) were "going", in Henderson's own words, "to borrow the equipment". The figure, 77, in fact, represents 100% "YES", since two of the participants did not even bother to answer the latter question. The question, surely, is this: if one who has previously used the equipment is reluctant to borrow it, why should he or she be willing to borrow it a second time? But, accepting any number of speculative reasons for such action, how does one account for the glowing and enthusiastic comments to which reference was made earlier? Perhaps, one might think, the second-time borrowers "wish to give it a second chance, to be fair", or something of the sort. But that would not seem adequately to account for the fact that, for example, 97.4% of the participants, as against 1.3%, found no difficulty in identifying parts of the equipment; that 88.3%, as opposed to 5.2%, had no problem in threading the machine; that 92.2%, set against zero, had no trouble with hooking up the TV set; that only 2.6% in relation to 90.9%, could not hook up the rest of the equipment; and, that, while 89.6% reported "getting a good picture", only 6.5% reported the contrary.

Admittedly, in answer to the question as to the "Main Reason for deciding to try out the equipment in the library", 33 of the "BC" and 14 of the "C" users answered "Curiosity"; while 11 of the "BC" and 11 of the "C" users answered "to see a specific tape", respectively. We found that of the 66 participants who had answered the question: "would you like to borrow the equipment AGAIN?" (emphasis supplied), 41 "BC", like their 25 "C" counter-parts, answered "YES". In other words, 100% of those who answered the question, irrespective of whether or not they had used the equipment before, were prepared to borrow it AGAIN. Unless we assume the presence of masochism such statistics as have just been quoted seem conclusive evidence of the lack of reluctance to borrow the equipment.

3. Question Three

The third question as to what difficulties the users had in setting up the equipment in their own homes, can be responded to through evidence shown in Table 1. The users had been asked if they had had any difficulty in setting up the equipment outside the library, and three categories of answers were demanded of them, as follows:-

Table 1

(a)	Great difficulty	=	1 (Or 1.5%)
(b)	Some difficulty	=	4 (or 6%)
(c)	No difficulty	=	62 (or 89.8%)

It is perhaps worth mentioning that of the 41 participants in the "BC" group, 38 had NO difficulty; 3 had SOME; and NONE had GREAT. Furthermore, of the 26 in the "C" group, 1 had GREAT difficulty; 1 had SOME, and 24 had NONE.

Moreover, Table 2 below shows the type and nature of difficulty encountered:

Table 2

(a)	Identifying parts of the equipment	= 0
(b)	Threading the machine	= 2
(c)	Hooking up the TV set	= 1
(d)	Hooking up the rest of the equipment	= 0
(e)	Getting a good picture	= 8
(f)	Don't know	= 0
	Total	= 11

It is perhaps of some interest to note that whereas none of those in the "C" group had experienced any difficulty in hooking up the TV set, ONE of those in the "BC" group did experience that problem, and in spite of having had the handbook for consultation.

Finally, as already shown in a different context: 97.4% of the participants had no difficulty in following the steps in the instructional tape about identifying parts of the equipment; 88.3% had no difficulty with threading the machine; 92.2% found no problem with hooking up the TV set; 99.9% had no difficulty in hooking up the rest of the equipment; and 89.6% had no difficulty in obtaining good pictures.

The above figures would seem automatically to answer the question as to how the participants reacted to the content of the instructional tape, and might be said to also indicate that over 90% of the participants did enjoy the experience, although the meaning of the word enjoy is not specified. However, if that is the case, there would seem no point in wondering about a more effective method of structuring the "simple learning content".

4. Question Four

As for the practicality of loaning out the V.T.R. equipment in terms of human resources, breakdown problems, and overall costs as compared with loaning out of 16 mm and/or other audio-visual materials raised in questionnaire, our findings seem to indicate that the loaning out of V.T.R. equipment might be more practical and, in the long-run at least, more economical.

Our analysis of the difficulties, envisaged by Henderson, in learning about, and using, the equipment shows no serious breakdown problems, if at all, and no problems of human resources, either. Besides, the following Table shows how often the participants borrow the following visual, audio and audio-visual material from the library:-

Table 3

Item borrowed	About once a month	More often	Less often
Records (audio)	11 or 23.4%	9 or 19.1%	27 or 57.4%
Books (visual)	17 or 23%	44 or 59.1%	13 or 17.6%
Films (audio-visual)	8 or 14%	7 or 12.3%	42 or 73.5%

These figures would seem to bear some correlation to the overwhelming response to the question of whether or not the participants would borrow the V.T.R. equipment again. In fact, as seems obvious to us from the large number of individual comments written by the participants, there might be a desire for a more frequent supply of the V.T.R. equipment.

Regarding the Sexes and Ages of the participants, we found that the MALES out-numbered the FEMALES by 6 to 1: a ratio of 85.5% to 14.5%.

We also found that ONE out of 76 participants was under 20; 52 were aged between 20 and 40; 23 between 41 and 65; and NONE over 65. Only 4 of the 11 females were aged between 41 and 65. Table 4 below, however, where the participants had used the equipment:-

Table 4

(a)	at my own home	=	63 or 86.3%
(b)	at a friend's home	=	3 or 4.1%
(c)	at school	=	2 or 2.7%
(d)	at work	=	2 or 2.7%
(e)	elsewhere (unspecified)	=	3 or 4.1%

Following those figures, we also found the following data in response to whether or not the participants possessed colour TV:-

Table 5

(a)	No	=	16 or 21.6%
(b)	Yes, and I would prefer to see colour tapes	=	36 or 48.4%
(c)	Yes, but I do not mind watching black and white	=	22 or 29.7%

5. Question Five

Question Five asks if there are more effective ways to get the learning material to the individual other than through the use of V.T.R. This is a difficult question whose answer cannot be supplied by the data analysed.

Involvement of Libraries in Video Tape

It is quite probable that by 1975, with the support of the Outreach Ontario project most library systems will have video. In the initial stages the systems may well be limited to in-library use of such equipment

because of the initial cost and limited availability of suitable take-home equipment. However, the video industry is constantly changing and there are - or will be shortly - light, portable units with only play-back functions which will be ideal for home use. It may be that the results of this experiment will encourage the video industry to explore the home market more quickly. Already the disk and wafer video formats are beyond the experimental stage.

Once the video equipment is purchased the costs are minimal in comparison to 16 mm film. The video tape can be used over and over again and re-programmed when the content is outdated; also the initial purchase of a tape is less than the cost of a film.

CONCLUSIONS

1) Project findings strongly support the feasibility, in organizational, user acceptability, and technological terms, of a library to loan-out portable video equipment to their constituancy.

2) The instructional experience which was set up in the library was successful in almost eliminating the need for staff involvement in that situation. (1 hour for 77 people). The users seemed to be very comfortable with the process.

3) The instructional tape itself seems to have very effectively presented the hook-up steps. Few patrons experienced difficulties either at home or at the library.

4) The average individual can (contrary to some prevailing myths that suggest the video medium should be used only by a specialized few) successfully manipulate relatively complex video equipment in a home setting.

5) The control functions of the video hardware are very appealing to the user and allow individuals to manipulate the medium to suit their own learning pace.

6) There seems to be a place for both video and film as learning resources. Video seems to be more appropriate for small group settings and in individualized instructional settings.

7) Since those who did not take a support booklet home did not have any more difficulty setting up the equipment in their homes than those who did, it would seem that the average person can readily remember a relatively complex, specific manual skill, which has

first been presented on video tape and then immediately practised, without the aid of a comprehensive support booklet. However, because each person did take a diagram of the "threading steps" of the machine home it would also seem that some - even if minimal - print support material is necessary to ensure success in a home situation.

8) The people who use the library did not seem reluctant to use video equipment. In fact there were many who used it more than once and many - the majority - took it home simply because they were curious.

9) The women in this experiment successfully operated the portable video equipment. There might be a few amongst the myth perpetuators who disagree with this, but the eleven women in the program had no more problems, than did the men in the program.

10) Most of the people who used the service were print-oriented and regular library users. In order to draw larger numbers of non-print oriented persons the advertising of such a program ought to be done in more public places than the library, e.g. shopping plazas.

11) The under 20 group and the over 65 group did not make use of the program. Perhaps the library rule of not allowing those under 18 to take out the film and video resources accounts for the lack of involvement of the younger group. It is more difficult to understand why older people did not make use of the program.

Perhaps the answer is to be found in society's general attitude towards the aged - i.e. that learning is over. Institutions and libraries may reflect this attitude.

12) In general, almost all people involved enjoyed and were enthusiastic about the experiment.

Considerations for Further Action

1) If O.E.C.A. is going to produce " how to" capes it would be of value to further test out the instructional tape in a more rigidly controlled setting. The resultant data may have an effect on how other such tapes are to be produced.

2) The program could be run again, as is, in other library centres. However, if the interest is in going beyond the "feasibility study to exploring ways in which people learn from an instructional tape and/or a combination of video and print resources, the validity of repeating the experiment as it is now structured is questioned. If there is an interest in the further testing out of the feasibility of loaning-out portable V.T.R. equipment to the home user, then an effort should be made to locate the most simple and light equipment available - less complex than the reel to reel format and lighter than the present offerings of cassette or cartridge units.

3) If the experiment is to be done again in some form then it is suggested that it be done in the following locations in order to reach non-library and perhaps non-print-oriented people:

1) Community centres

2) Senior citizens homes or centres

3) Youth centres (e.g. Y.M.C.A.)

4) Shopping plazas.

The experience of Research and Planning's Northeast Regional Council Self-Study in 1973 in which V.T.R. machines were introduced on a door to door basis in Earlton, provides further insight in this regard.

To this date, however, most of O.E.C.A.'s research and utilization activities have been carried out within traditional and institutional frameworks. It might be of great value to expand into the little tapped open sector with the degree of concentration established educational systems have received.

4) O.E.C.A. should very seriously consider the individual learning needs of people who do not - for various reasons - relate well to the broadcast approach nor the more scattered effort of general broadcast efforts. The project underlines the need for programs which are very specifically focused. Project requests for "how to" tapes reflects this need. The open feedback sessions and questionnaires suggest that there are many people who wish to control and plan their own learning episodes, on their own terms.

APPENDIX A

V.T.R. PROJECT - O.E.C.A.

by Project Officer - John Henderson

The Video and Integrated Projects Section of O.E.C.A. is interested in testing out the feasibility of loaning out portable video playback units to the average library user, much like what is now being done with 16 mm. film. To our knowledge, the loaning out of this kind of equipment for individual home use has not been done in Canada. Such a venture would require the working co-operation of an interested library group and O.E.C.A.

Because the library personnel at Chinguacousy Public Library are future-oriented and, as well, are sophisticated in the use of audio-visual materials, we feel that we can work from a knowledge base which will keep the project within a practical yet innovative framework. It might be far more difficult to carry out such an experiment in a library where a technological orientation is missing.

We also feel that the library population is both large enough and technologically aware enough to provide adequate data about the focus of the project.

Objectives of the Project:

Primary

To test out the feasibility of loaning out V.T.R. playback equipment to the average individual for home use through a library outlet.

Secondary

1. To test out the possibilities of using video tape as an individualized instructional aid, (i.e. learning how to set up V.T.R. equipment).

2. To explore the value and effect of print support material in the learning of a specific manual skill, which has first been presented on video (i.e. how to set up V.T.R. equipment).

3. To assess the ways in which print material and/or video material can be isolated or combined for the most effective presentation of specific information.

Possible Model

A number of portable V.T.R. units would be placed in the library, as well as a tape bank of 250 tapes, for approximately 5 months. A Panasonic cartridge V.T.R. and a 10 min. video tape on "How to Hook up a V.T.R. Unit in Your Home" will also be placed.

Individuals who might ordinarily use 16 mm. equipment might be introduced to the use of V.T.R. by the library personnel. The potential user would be directed to watch the video tape on "How to Set ...". Simple instruction in printed form on what buttons to push to activate the machine would be available, reducing the need for a technician. After watching the tape, the user would immediately apply what he/she has learned by hooking up one of the V.T.R. units to an available T.V. monitor. If successful and satisfied, the user would then take the unit home for private use.

Print support material could be introduced at a number of points in the project:

1. It could be given to every other user from the beginning as take home support material.

2. It could be introduced at some point after the project has been running for some time and used as support material.

3. It could be used as an alternative to the video tape for a period of time.

How it is to be used will be divided by both library personnel and O.E.C.A.

Role of the Library

1. Provide a setting for the experiment.

2. Monitor equipment (loan-out)

3. Select tapes to be used in the experiment.

4. Catalogue tapes for loan-out use.

5. Provide two T.V. monitors.

6. Evaluate the experiment jointly with O.E.C.A.

Role of O.E.C.A.

1. To provide a video tape explaining how to set-up V.T.R. equipment.

2. To provide approximately 250 video tapes (programmes - 5" reel format) to be used in the experiment.

3. To provide necessary hardware:

   - Panasonic cartridge playback unit
   - three portable V.T.R. playback units

4. To provide print support material.

5. To set up models for evaluation and for the monitoring and loan-out of equipment.

6. To keep the equipment in good working order.

Some Questions the Project Might Answer

1. Can individuals learn to use V.T.R. equipment without the aid of human or print resources?

2. Are people reluctant to use V.T.R. equipment? Why?

3. What difficulties does a user have setting up equipment in his/her home? Would he or she use it again? Did the user enjoy the experience?

4. How did people react to the content of the instructional tape? What is a more effective method of structuring this simple learning content?

5. Is the loaning out of V.T.R. equipment practical in terms of human resources, breakdown problems, and overall costs as compared to the loaning out of 16mm. and/or other audio-visual materials.

6. Are there more effective ways to get the learning material to the individual other than through the use of the V.T.R.? (e.g. print, 8 mm., audio cassette and 16 mm.)

If the project stirs a positive interest in the library population then it may be possible for O.E.C.A. to make some hardware and software available to continue the project until a decision is made by the library group, to either purchase the necessary equipment to continue, or to terminate the program.

The 250 tapes which are to be spotted will be dubbed in the library's present video format so that if the library decides to purchase the tapes they can be used not only on the library's present equipment but also on the portable video equipment. The tapes will be available in colour and/or black and white.

Because the cost of colour adapters for each of the playback units would unreasonably extend the budget of this project and, as well, because the colour adapters are rather large and bulky and therefore would create mobility problems for the potential user, we have decided to carry out the experiment in black and white. We feel that the use of black and white will not jeopardize the viable testing out of the primary objective of the project.

The experiment may be done with other libraries in order to collect a larger body of data from which to make decisions about establishing more permanent programs of this kind in library systems.

V.T.R. PROJECT

COSTS AND TIMELINES

1. Production of the instructional tape

   Completion - November 30/73
   Cost - $1800

2. Booklet

   Completion - November 14/73
   Overall Cost - $350 (100 booklets)

3. Tape Bank
   (250 - 30 min. tapes)

   Selection of tapes - November 14/73
   Dubbing of tapes - December15/73

   Cost of 150 tapes - $1200
   Cost of dubbing
   250 programs - $1500

   Optional *Cost of transferring to the library's format - $1500

4. Panasonic cartridge playback unit - $1000

5. Placement of equipment - January 2/74

   Completion of the project - May 30/74

   Evaluation of the project - June 30/74

6. Overall costs - $7,750

APPENDIX B January 15, 1974

CHINGUACOUSY PUBLIC LIBRARY AND
THE ONTARIO EDUCATIONAL COMMUNICATIONS
AUTHORITY

DESIGN OF EVALUATION

Dr. H.G. MacLaughlin

Questionnaire Survey

Each person who wishes to test out the equipment in the library will first have to apply to a librarian for instructional materials, which will consist of either a videotape cassette, a booklet, or both. The particular set of instructions will be determined randomly in the following manner. The librarian will have a pile of forms. One set of forms will be lettered alternatively in the top left-hand corner C, B or CB. Following the letter or letters will be a number, and this pile of forms will be numbered consecutively. The librarian will pick a form off the top of the pile and note the letter. If it is a C she will give the user the form and a cassette; if it is a B she will give him the form and a booklet; if it is CB she will give him both cassette and booklet. Before handing the form over, the librarian will also fill in the date and time at which the form was issued. When the user returns the instructional material (note: he may keep the booklet but not the cassette), the librarian will note at the bottom of the form the time at which it was returned, and also the number of minutes she may have had to spend assisting the user with the equipment in the library.

She should also try to ensure that the user has completed the form.

If the user wishes to borrow any tapes she will give him one of the forms on which there is a space for "date of return" in the top right-hand corner. She should copy in the top left-hand corner the form number of the already completed form. This second form is to be filled in by the user before he returns borrowed material to the library. It is important that the librarian should ask the borrower to look after the form very carefully and to return it completed with the materials. When the materials are in fact returned, the date of return should be noted at the top of the form by the librarian, who should also fill in the space at the bottom noting the condition of all materials and equipment returned with such notations as "O.K." "broken", "missing", "scratched", etc. If a borrower has previously used the equipment, he need be given only the second form, headed "date of return". If possible, the form number used by the borrower previously should be written in the top left-hand corner, preceded by the letter R. to indicate that he is a repeat borrower. In this way, it will be possible to ascertain answers to all of the questions posed on page 3 of Mr. John Henderson's paper "VTR Project-OECA". There will be three groups of users - those using videotape, print material or both - for individualized instruction, and the three groups can be easily compared.

In any evaluation report it should be noted, however, that some quite important points in the cassette instructions are glossed over rapidly or are not given in an optimal order. The only obvious failing of the booklet is that on page 3, step 2, it should say "disconnect your VHF antenna wire..."- the VHF has been omitted.

Use of Cassette

It is strongly recommended that someone very familiar with the system, such as Mr. Paul Avon, spend at least a day watching the users trying to follow the instructions given on the cassette. Only in this way will the shortcomings of the instructional material become fully apparent. It is unfortunate that watching users with the booklet will not so readily reveal any shortcomings it may have.

Users Meeting

It is strongly recommended that a randomly selected group of about eight people be invited to come to the library for tea and biscuits and a chat with the Chief Librarian and an OECA representative, in order to sound out their opinions of the integrated project, and to ascertain ways in which the service could be improved. This should be done after the project has been running about three weeks - long enough for major snags to be ironed out and soon enough to stop any rot that might be starting to set in.

Operation Index

If librarians are given an Operation Index printout to assist them, it would be much better to try to evaluate its usefulness by chatting to them informally about it, rather than setting up a formal test instrument at this stage. From the findings of such informal discussions a more formal instrument might be later devised.

Further Experimentation

The evaluation design proposed above could be used for purposes of comparison in other library systems without any change at all.

APPENDIX C

Form No: 1 _____ Date: _____ 1974 Time: _____

CHINGUACOUSY PUBLIC LIBRARY and
THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

Please complete this form and hand it in when you have finished your trial hook-up of the equipment in the library. It will help us to make the system work better!

1. Have you ever used a reel-to-reel video-tape machine before?

Yes ___ No ___

2. What was your main reason for deciding to try out the equipment in the library?

Curiosity ___
To see a specific tape ___
Some other reason (please specify) ___

3. Are you going to borrow the equipment?

Yes ___
No, it's too complicated ___
No, I'm not interested in any of the available tapes ___
No, I don't have access to a TV set ___
No, for some other reason (please specify) _____

4. Did you find any difficulty in following the instructions about identifying parts of the equipment?

	Yes ___	No ___
Threading the machine?	Yes ___	No ___
Hooking up the TV set?	Yes ___	No ___
Hooking up the rest of the equipment?	Yes ___	No ___
getting a good picture?	Yes ___	No ___

5. From where did you learn about this video-tape service?

Library Staff ___
A Friend ___
Bulletin Boards ___
News Media ___
other (please specify) ___

6. How often do you borrow library books?

about once a month ___ more often ___ less often ___

7. How often do you borrow library films?

about once a month ___ more often ___ less often ___

8. How often do you borrow library records?

about once a month ___ more often ___ less often ___

9. To which age group do you belong?

Under 20 ___ 20 to 40 ___ 41 to 65 ___ Over 65 ___

10. What sex are you? Male ___ Female ___

COMMENTS:

_____

_____

_____

FOR LIBRARIAN'S USE ONLY

Time finished: _____

Time assisting: _____

Form No: 2 _____ Date of Return: _____ 1974

CHINGUACOUSY PUBLIC LIBRARY and
THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

To help us provide a better service, please list the video-tapes you borrowed and hand in this form completed when you return the materials to the library.

	Title of tapes borrowed	a) Number of times watched	b) Value of the tape to you
1.	_____	___	great ___ some ___ little ___
2.	_____	___	great ___ some ___ little ___
3.	_____	___	great ___ some ___ little ___
4.	_____	___	great ___ some ___ little ___
5.	_____	___	great ___ some ___ little ___
6.	_____	___	great ___ some ___ little ___

c) Did you have difficulty setting up the equipment you borrowed outside of the library?

great difficulty ___
some difficulty ___
no difficulty ___

d) If you had difficulties, what were they?

identifying parts of the equipment ___
threading the machine ___
hooking up the TV set ___
hooking up the rest of the equipment ___
getting a good picture ___
don't know ___

e) Would you like to borrow the equipment again?

yes ___ no ___

f) Where did you use the equipment?

at my own home ___
at a friend's home ___
at school ___
at work ___
elsewhere (please specify) ___

g) Do you have access to colour TV?

no ___
yes, and I would prefer to see colour tapes ___
yes, but I do not mind watching black and white ___

COMMENTS:

_____

_____

_____

FOR LIBRARIAN'S USE ONLY

Condition on return:

VTR	_____
Power amplifier	_____
Switch	_____
Bag	_____
Screwdriver	_____
3 prong Adaptor	_____
Blank take-up reel	_____

Tapes

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

APPENDIX D

Questionnaire Analysis Tables
OECA-Chinguacousy Public Library Project

TABLE 1a

(This Table represents the amount of time, in minutes, taken by those users in group "BC" who used both the BOOKLET AND CASSETTE)

Time Spent	Number of users	Percentage of Total No. of users
10 minutes	4	9.3%
15 minutes	9	20.9%
17 minutes	2	4.6%
20 minutes	5	11.6%
22 minutes	1	2.3%
25 minutes	1	2.3%
30 minutes	14	32.6%
35 minutes	2	4.6%
45 minutes	3	7.0%
* 60 minutes	1	2.3%
** 390 minutes	1	2.3%
1431 minutes	43	99.8%

NOTE:-

* This user who took ONE HOUR to complete the exercise was: (a) Male; (b) aged 20/40; and (c) assisted by the Librarian for 10 minutes.

** This user who spent 390 minutes (6½ HOURS) to complete the exercise was: (a) Male; (b) aged 41/65; and (c) UNASSISTED by the Librarian. Probable error in recorded time.

(1) The total number of correctly-time forms = 43
(2) The average number of minutes spent by users = 33.3

TABLE 1b

(This Table represents the amount of time, in minutes, taken by those users in group "C" who used the CASSETTE ONLY)

Time Spent	Number of users	Percentage of total No. of users
5 minutes	2	9.1%
10 minutes	4	18.2
15 minutes	2	9.1%
20 minutes	6	27.3%
25 minutes	4	18.2%
30 minutes	2	9.1%
35 minutes	2	9.1%
430 minutes	22	100.1%

NOTE: (1) The total number of correctly-timed Forms = 22
(2) The average number of minutes spent by users = 19.5

TABLE 1c

(This Table represents the amount of time, in MINUTES, taken by the users in both groups "BC" and "C" taken together.

Time Spent	Number of users	Percentage of total number of users
5 minutes	2	3.1%
1o minutes	8	12.3%
15 minutes	11	17.0%
17 minutes	2	3.1%
20 minutes	11	17.0%
22 minutes	1	1.5%
25 minutes	5	7.7%
30 minutes	16	24.6%
35 minutes	4	6.2%
45 minutes	3	4.6%
60 minutes	1	1.5%
390 minutes *	1	1.5%

* Probable error in recorded time

TABLE 1c (contd)

Time Spent	Number of users	Percentage of total number of users
1861 minutes	65	100.4%

Total amount of time, in MINUTES, spent by both "BC" and "C" groups = 1861
Average time by both groups = 28.6 minutes.

TABLE 1d

(This Table gives the total number of those users in)
(group "BC" who answered the question: "Have you)
(ever used a reel-to-reel video tape machine before?)
(which is Question 1 on Form No. 1.)

Number of users whose answer is "YES"	Number of users whose answer is "NO"
12 = 24% **	38 ** = 76%

NOTE: ** 2 of the Forms were left UNCOMPLETED

Total of COMPLETED Forms = 50

TABLE 1e

(This Table gives the total number of those users in)
(group "C" who answered the question: "Have you ever)
(used a reel-to-reel videotape machine before?",)
(which is Question 1 on Form No. 1)

Number of users whose answer is "YES"	Number of users whose answer is "NO"
9 = 31% *	20 = 68.9% *

NOTE: * 4 of the Forms were left UNCOMPLETED

TABLE 1f

(This Table combines Table 1d and Table 1e)

Number of users whose answer is "YES"	Number of users whose answer is "NO"	Percentages of total
21	58	26.6% = "YES 73.4% = "NO"

TABLE 1g

(This Table gives the total number of users in group "BC" who answered the question: "What was your main reason for deciding to try out the equipment in the Library", which is Question 2 on Form 1.)

(a) Curiosity: = 33 *
(b) To see a specific tape: = 11 *
(c) Some other reason (please specify):-
- (i) "Family Request" = 1
- (ii) "Convenience" = 1
- (iii) "To see how it works" = 1
- (iv) "Don't like to read" = 1
- (v) "Education" = 3
- (vi) "Boy Scout Meeting and Camping" = 1
- (vii) "To provide program for a small meeting" = 1
- (viii) "Range of material" = 1

NOTE: * Although the total of the above entry is 54, SIX of the participants gave double answers. The effective total, therefore is 48.

TABLE 1h

(This Table gives the total number of users in group "C" who answered the question: "What was your main reason for deciding to try out the equipment in the Library?", which is Question 2 on Form 1.)

(a) Curiosity: = 14 **
(b) To see a specific tape: = 11 **
(c) Some other reason (please specify):-
- (i) "Teaching device" = 2
- (ii) "To display to a camping club" = 1
- (iii) "Video Workshop" = 1
- (iv) "Technical Up-grading" = 1
- (v) "Lack of education to stations available in my area" = 1
- (vi) "Counselling" = 1
- (vii) "Education" = 1
- (viii) "Access to specific information" = 1
- (ix) "10-year-old son asked for it" = 1

NOTE: Although the total number given above is 35, SIX of the participants gave double, even treble, answers. The effective number should be 29.

TABLE 1i

(This Table combines Table 1g and Table 1h)

			Percentage of total (77)
(a)	Curiosity:	= 47	61.0 *
(b)	To see a specific tape:	= 22	28.6 *
(c)	Some other reason	= 20	26.0 *

* the discrepancy here will be accounted for by the double and treble answers to which reference has been made in the preceding Tables.

TABLE 1j

(This Table represents the answer supplied by the users in group "BC", the questions being: "Are you going to borrow the equipment?": Question 3 on Form No. 1.

(a)	Yes:	= 48
(b)	No, not interested in any available tapes:	= 0
(c)	No, no access to TV:	= 0
(d)	No, some other reason (please specify):	= 0

TABLE 1k

(This Table represents the answer supplied by the users in group "C", the question being: "Are you going to borrow the equipment?": Question 3 on Form No. 1

(a)	Yes:	= 29
(b)	No, not interested in any available tapes:	= 0
(c)	No, no access to TV:	= 0
(d)	No, some other reason (please specify):	= 0

TABLE 1L

(This Table combines Table 1j and Table 1k)

		Percentage of total (77)
(a)	Yes: = 77	100
(b)	No, not interested in any available tapes:	0
(c)	No, no access to TV:	0
(d)	No, some other reason (please specify):	0

TABLE 1m

(This Table represents the answers by the "BC") (group to the fourth question on Form No. 1:) ("Did you find any difficulty in following the) (steps in the instructional tape about:-)

		YES	NO
(a)	Identifying parts of the equipment?	1	46 *
(b)	Threading the machine?	3	42 *
(c)	Hooking up the TV set?	0	45 *
(d)	Hooking up the rest of the equipment?	2	44 *
(e)	Getting a good picture?	3	44 *

NOTE: * The number of fully completed Form No. 1 by the "BC" group in this case was, in fact, 48

TABLE 1n

(This Table represents the answers by the "C" group to) (the fourth question on Form No. 1: "Did you find any) (difficulty in following the steps in the instructional) (tape about:-)

		YES	NO
(a)	Identifying parts of the equipment?	0	29 *
(b)	Threading the machine?	1	26 *
(c)	Hooking up the TV set?	0	26 *
(d)	Hooking up the rest of the quipment?	0	26 *
(e)	Getting a good picture?	2	25 *

NOTE: * The number of fully completed Form No. 1 by the "C" group in this case was, in fact, 29

TABLE 1o

(This Table combines Table 1m and Table 1n)

		YES	% of YES	NO	% of NO
(a)	Identifying parts of the equipment:	1	1.3	75	97.4
(b)	Threading the machine	4	5.2	68	88.3
(c)	Hooking up the TV set	0	-	71	92.2
(d)	Hooking up the rest of the equipment:	2	2.6	70	90.9
(e)	Getting a good picture	5	6.5	69	89.6

TABLE 1p

(This Table represents the answers by group "BC")
(to Question 5 on Form No. 1: "From where did)
(you learn of this videotape service?")

(a) Library staff: = 29
(b) A Friend: = 4
(c) Bulletin Boards: = 7
(d) News Media: = 5
(e) Other (please specify):
(i) TV Technician, Education Centre = 1
(ii) Library Board = 2
(iii) Just happened to come into Library = 1
(iv) By accident = 2
(v) My husband = 1
(vi) Bulletin on Roger's Cable TV = 1
(vii) Professional Development Day = 1
(viii) Mailing Piece = 1

NOTE: The effective total is 48, since some answers were multiple answers.

TABLE 1q

(This Table represents the answers by group "C")
(to Question 5 on Form No. 1: "From where did you)
(learn of this videotape service?")

(a) Library Staff: = 17
(b) A Friend: = 5
(c) Bulletin Boards: = 1
(d) News Media: = 7
(e) Other (please speficy):
(i) Library Board Member = 1
(ii) Sheridan College = 1

NOTE: The effective total is 32, since some answers were given by users who otherwise did not answer other questions.

TABLE 1r

(This Table combines Table 1p and 1q)

			Percentage of total (80) **
(a)	Library staff:	= 46	57.5
(b)	A Friend:	= 9	11.3
(c)	Bulletin Boards:	= 8	10.0
(d)	News Media	= 12	15.0
(e)	Other	= 12	15.0

NOTE: * These figures have been obtained from those Forms that were actually numbered and completed.

TABLE 1s

(This Table represents the answers to Question 6)
(on Form No. 1: "How often do you borrow the)
(following from the library? ("BC" users only))

		About Once a Month	More Often	Less Often
(a)	Records:	6	5	20
(b)	Books:	11	27	8
(c)	Films:	5	3	27
		22	35	55

TABLE 1t

(This Table represents the answers to Question 6)
(on Form No. 1: "How often do you borrow the)
(following from the library? ("C" users only))

		About Once a Month	More Often	Less Often
(a)	Records:	5	4	7
(b)	Books:	6	17	5
(c)	Films:	3	4	15
		14	25	27

TABLE 1u

(This Table combines Table 1s and Table 1t)

		Total Once a Month & %		Total More Often & %		Total Less Often & %	
(a)	Records:	11	23.4%	9	19.1%	27	57.4%
(b)	Books:	17	23%	44	59.1%	13	17.6%
(c)	Films:	8	14%	7	12.3%	42	73.5%

TABLE 1v

(This Table represents the answers by the "BC")
(group to Question 7 on Form No. 1: "Do you)
(feel an instructional booklet explaining the)
(hook-up steps which you could take home with)
(you is necessary?")

YES: 9 NO: 18

Total = 27

TABLE 1w

(This Table represents the answers by the "C)
(group to Question 7 on Form No. 1: "Do you)
(feel an instructional booklet explaining the)
(hook-up steps which you could take home with)
(you is necessary?")

YES: 5 NO: 17

Total = 22

TABLE 1x

(This Table combines Tables 1v and 1w)

YES 14 = 30.6% NO 35 = 71.4%

Total = 49

TABLE 1y

(This Table represents Question 8 on Form No. 1)
("To which age group do you belong?" ("BC" group only.)

(a) Under 20: 0
(b) 20 to 40: 33
(c) 41 to 65: 15
(d) over 65: 0

Total = 48

TABLE 1z

(This Table represents Question 8 on Form No. 1)
("To which age group do you belong?" ("C" group only.)

(a) Under 20: = 1
(b) 20 to 40: = 19
(c) 41 to 65: = 8
(d) Over 65: = 0

Total = 28

TABLE 1za

(This Table combines Tables 1y and 1z)

(a) Under 20: = 1
(b) 20 to 40: = 52
(c) 41 to 65: = 23
(d) Over 65: = 0

Total = 76

TABLE 1zb

(This Table represents the answer to Question 9)
(on Form No. 1: "What Sex are you?": "BC" group only.)

(a) Male: = 43
(b) Female: = 5

Total = 48

TABLE 1zc

(This Table represents the answer to Question 9)
(on Form No. 1: "What Sex are you?": "C" group only)

(a) Male: = 22
(b) Female: = 6

Total = 28

TABLE 1zd

(This Table combines Tables 1zb and 1zc)

TOTAL MALE: = 65 Percentage of Male = 85.5
TOTAL FEMALE: = 11 Percentage of Female = 14.5
76

(NOTE: 4 of the 5 FEMALES were in the age-range of 41-65)

TABLE 2a

Titles of tapes borrowed.	No. of times watched by "BC" group	No. of times watched by "C" group.	Value of the tape to watcher		
			Great	Some	Little
Hockey	6	4	3	1	-
Badminton	1	2	-	1	1
A Medieval Town	4	2	1	1	2
Fusion of Aluminium	3	-	;	;	-
Defense (Law)	4	1	1	1	-
Space	2	1	-	2	-
Obedience Training	8	2	5	2	-
Hunting Dog	4	4	4	1	-
Photography	2	-	-	1	1
Off the Ground	7	7	5	3	2
Pack Control	3	3	3	-	-
Checking Power Play	3	-	1	-	-
Photographs of Children	2	-	1	1	-
Extraterrestrial Life	8	3	2	6	2
How to buy without money	2	-	-	2	-
The Golden Role of Super 8	2	-	2	-	-
Bill Ford	2	-	1	-	-
Stratford	2	1	1	1	1
Cats	2	-	-	1	1
Garden ??	-	-	-	1	-
Curling C 3 ?	3	-	1	-	-
Golf	1	-	1	-	-
A Defense for the Rich and for the poor	2	-	1	-	-
Culture Shock	4	-	-	2	-
The Special Duty Dog	7	-	2	1	-
Writing Stores	1	1	-	1	1
T-60 & Counting Tapes	9	6	2	6	-
The Coach	1	-	-	1	-
Projection 2000	1	-	-	-	1
Women's Evolution	3	-	1	-	1
Michael Bentine	-	1	1	1	-
It Stands to Reason	4	3	-	6	3
Fusion of Steel	2	-	-	1	-
Insights	3	-	1	1	-
Emotional Disabilities	1	-	1	-	-
Learning Disabilities	3	-	2	-	-
Physical Handicaps	1	1	-	2	-
Austrian Cooking	1	-	1	-	-
Obesity	4	-	1	-	1
Nutrition & Food Fadism	1	-	-	-	1
The Consumer Game	1	-	1	-	-
Insights of Psychology	4	-	2	1	-
This is Psychiatry (I)	2	-	2	-	-
This is Psychiatry (II)	2	-	2	-	1
On Vacation	1	-	-	-	1

TABLE 2a (contd.)

Titles of tapes borrowed	No. of times watched by "BC" group	No. of times watched by "C" group	Value of the tape to watcher		
			Great	Some	Little
Mending China & Glass	3	-	2	-	-
Rug Spots	-	-	1	-	-
Grips Stance	1	14	4	1	-
The Swing	2	10	2	2	-
With the Eye on a Photographer	1	1	-	1	1
F-Stops and all that Jazz	1	1	1	2	-
Writing for the Eye	1	-	-	1	-
Boating	2	1	-	2	1
Household Smells	1	-	2	-	-
Point of View	-	1	-	1	-
Pony Club	3	4	3	2	-
Show Jumping	3	4	3	-	-
Dressage	3	4	2	1	-
Fourth Dimension in Shapes	4	6	3	3	1
Reesch (?) 2, 3, 13	-	-	1	-	-
First Aid	3	-	1	-	-
Aikido	2	-	1	1	-
Poisons	3	-	1	-	-
Five	2	-	-	1	-
In Traffic	1	-	-	1	-
Group Improvization	1	-	1	-	-
You rust out before you wear out	1	-	-	1	-
Children Living	1	-	-	1	-
Clocks	1	4	3	1	-
Rub of the green	3	-	1	-	-
Short Frons	3	-	1	-	-
Chipping and Putting	4	-	1	1	-
Yesterday Was	3	-	1	-	-
The Senior Citizen	1	-	-	-	1
Mental Handicaps	1	-	1	-	-
Puzzles and Games	1	1	-	2	1
Thousand Tard Club	1	-	-	1	-
Coal Tending Equipment	1	6	2	1	-
Tool Tending	1	4	1	1	-
Place to Live	1	-	1	-	-
Polka Dot Door	3	1	1	2	-
Money and Motive	1	-	1	-	-
Flowers from Bread Dough	1	-	1	1	-
Basic Stances	-	-	-	-	-
Thrust Astrides	-	-	-	-	-
Kicks	-	-	-	-	-
Blocking	-	-	-	-	-
Combination Investments	1	-	-	-	1

TABLE 2a (contd.)

Titles of tapes borrowed	No. of times watched by "BC" group	No. of times watched by "C" group	Value of the tape to watcher		
			Great	Some	Little
The Sheep Dog	2	-	-	1	-
Camping	7	3	4	3	-
Gordon Sinclair	2	1	1	2	1
Kitchen Things	1	-	-	1	-
Small Electric Repairs	3	-	-	1	-
Sound and Rhythm	1	-	-	1	-
Two for the Road	2	-	1	-	-
Pro Shop	1	-	-	1	-
First Down Ten to go	1	-	-	1	-
Flag on the Play	1	-	-	1	-
Para-Psychology	1	-	1	-	-
Margaret Atwood	2	-	1	-	-
Privacy Myths	2	-	-	-	2
Maureen Sabia	1	-	-	1	-
Schizophrenia	-	1	2	1	-
A Budget for All Seasons	-	1	-	1	1
Unhappiness Depression	-	-	-	-	1
What Do I Do About Tommy	-	-	1	-	-
Learning Russian	1	-	1	-	-
Karate Doh	2	3	2	-	-
Parental Care	1	-	-	1	-
Ukranian Clock	1	-	1	-	-
Offensive and Defensive Plays	-	5	2	-	-
Checking	-	3	1	1	-
Playing Your Position	-	3	1	1	-
Sports and Action	-	1	1	-	-
Writing a Play	-	1	-	1	-
Safety Outdoors	-	1	-	-	1
Feet	-	4	2	1	-
Singing your life away	-	1	-	1	-
Jewish Cooking	-	2	-	1	-
Storing Food	-	1	-	1	-
Food and Cooking: Finding Out Day	-	1	1	-	-
Bands and Parades	-	3	2	-	-
Upper Canada Village	-	4	1	2	-
St. Marie Among the Hurons	-	1	-	1	-
Yes, No or Po	-	-	-	-	1
Thinking Sideways	-	-	-	-	1
Psychology	-	3	1	-	-
You and Your Babysitter	-	1	-	1	-
Roles and Relationships in Family	-	1	-	1	-
Dress Fabrics	-	2	-	1	1
Cooking It	-	1	-	1	-

TABLE 2a (contd.)

Titles of tapes borrowed	No. of times watched by "BC" group	No. of times watched by "C" group	Value of the tape to watcher: Great	Some	Little
Marcrocosm to Microcosm	-	1	-	1	-
Freezing Food	-	1	-	1	-
Tuning your TV	-	1	-	-	1
Short Irons	-	10	1	-	-
Short (?) Making	-	4	-	1	-

TABLE 2b

(This Table represents the users' answers to Question c)
(on Form No. 2: "Did you have difficulty setting up the)
(equipment you borrowed outside of the library?": "BC")
(group answers only.)

(a) Great difficulty: = 0
(b) Some difficulty: = 3
(c) No difficulty: = 38

Total = 41

TABLE 2c

(This Table represents the users' answers to Question c)
(on Form No. 2: "Did you have difficulty setting up the)
(equipment you borrowed outside of the library?": "C")
(group answers only.)

(a) Great difficulty: = 1
(b) Some difficulty: = 1
(c) No difficulty: = 24

Total = 26

TABLE 2d

(This Table combines Tables 2b and 2c)

(a) Great difficulty: = 1
(b) Some difficulty: = 4
(c) No difficulty: = 62

Total = 67

PERCENTAGES

(a) Great difficulty: = 1.5%
(b) Some difficulty: = 6%
(c) No difficulty: = 89/8%

TABLE 2e

(This Table represents the answers to Question d)
(on Form No. 2: "If you had difficulties, what)
(were they?": group "BC" answers only.)

(a)	Identifying parts of the equipment:	=	0
(b)	Threading the machine:	=	1
(c)	Hooking up the TV set:	=	1
(d)	Hooking up the rest of the equipment:	=	0
(e)	Getting a good picture:	=	4
(f)	Don't know:	=	4

Total = 6

TABLE 2f

(This Table represents the answers to Question d)
(on Form No. 2: "If you had difficulties, what)
(were they?": group "C" answers only.)

(a)	Identifying parts of the equipment:	=	0
(b)	Threading rhe machine:	=	1
(c)	Hooking up the TV set:	=	0
(d)	Hooking up the rest of the equipment:	=	0
(e)	Getting a good picture:	=	4
(f)	Don't know:	=	0

Total = 5

TABLE 2g

(This Table combines Tables 2e and 2f)

(a)	Identifying parts of the equipment:	=	0
(b)	Threading the machine:	=	2
(c)	Hooking up the TV set:	=	1
(d)	Hooking up the rest of the equipment:	=	0
(e)	Getting a good picture	=	8
(f)	Don't know	=	0

Grand Total = 11

PERCENTAGES

(a)	=	0
(b)	=	18.2%
(c)	=	9.1%
(d)	=	0
(e)	=	72.7%
(f)	=	0

TABLE 2h

(This Table represents the answers to Question e)
(on Form No. 2: "Would you like to borrow the)
(equipment again?": group "BC" answers only.)

	YES	NO
	41	0
Group "C":	25	0

Total = 66

PERCENTAGES:

YES	NO
100%	0

TABLE 2i

(This Table represents the answers to Question f)
(on Form No. 2: "Where did you use the equipment?":)
(group "BC" answers only.)

(a)	At my own home:	=	40
(b)	At a friend's home:	=	3
(c)	At school:	=	1
(d)	At work:	=	1
(e)	Elsewhere (please specify)	=	1

Total = 46

TABLE 2j

(This Table represents the answers to Question f)
(on Form No. 2: "Where did you use the equipment?":)
(group "C" answers only.)

(a)	At my own home:	=	23
(b)	At a friend's home:	=	0
(c)	At school:	=	1
(d)	At work:	=	1
(e)	Elsewhere (please specify)	=	2

Total = 27

TABLE 2K

(This Table combines Tables 2i and 2j)

(a)	At my own home:-	= 63	= 86.3%	of grand total.
(b)	At a friend's home:	= 3	= 4.1%	-do-
(c)	At school:	= 2	= 2.7%	-do-
(d)	At work:	= 2	= 2.7%	-do-
(e)	Elsewhere (please specify):	= 3	= 4.1%	-do-

Grand Total = 73

TABLE 2L

(This Table represents the answers to Question g)
(on Form No. 2: "Do you have access to colour)
(TV?": group "BC" answers only.)

(a)	No:	= 12
(b)	Yes, and I would prefer to see colour tapes:	= 19
(c)	Yes, but I do not mind watching black and white:	= 13

Total = 44

TABLE 2m

(This Table represents the answers to Question g)
(on Form No. 2: "Do you have access to colour)
(TV?": group "C" answers only.)

(a)	No:	= 4
(b)	Yes, and I would prefer to see colour tapes:	= 17
(c)	Yes, but I do not mind watching black and white:	= 9

Total = 30

TABLE 2n

(This Table combines Tables 2L and 2m)

(a)	No:	= 16	= 21.6%	of grand total
(b)	Yes, and I would prefer to see colour tapes:	= 36	= 48.4%	of grand total
(c)	Yes, but I do not mind watching black and white:	= 22	= 29.7%	of grand total

Grand Total = 74

TABLE 3a

(This Table represents the verbatim COMMENTS)
(made on Form No. 1 by the "BC" group users)

1. "Simple to operate. I hope the library gives a few more out in the near future" (Form No. 1 BC 30; aged 41 to 65 and MALE; it took him 35 minutes to complete the experiment).

2. "I think this service (video tape) is very good - actually fantastic is a better word. It adds much needed dimension to library service" (Form No. 1 BC 36; aged 20 to 40 and MALE; it took him 15 minutes to complete the experiment).

3. "Very Good Idea" (Form No. 1 BC 39; aged 20 to 40 and MALE; it took him 20 minutes to complete the experiment).

4. "I would like to see the program continued; I think that a more intensive publicity campaign on the facts that records, films and videotapes are available from the library. I would only have know because of the fact that I have cable TV" (Form No. 1 BC 42; aged 20 to 40 and MALE; it took him 30 minutes to complete the experiment).

5. "It's great. Extend the time period of the experiment" (Form No. 1 BC 44; aged 20 to 40 and MALE; it gook him 30 minutes to complete the experiment).

6. "Great idea - access to Channel 19 programming should be enlarged to private playback in the home" (Form No. 1 BC 46; aged 20 to 40 and MALE; it took him 15 minutes to complete the experiment).

7. "Would like to see some films and do-it-yourself projects in home-decorating and furniture re-finishing, etc" (Form No. 1 BC 48; aged 20 to 40 and MALE; it took him 17 minutes to complete the experiment).

8. "I thought the instructions were well-organized and readily understandable" (Form No. 1 BC 49; aged 20 to 40 and MALE; it took him 10 minutes to complete the experiment).

9. "Very pleased with the concept. Looking forward to extended use - both educational and entertainment" (Form No. 1 BC 15; aged 20 to 40 and MALE; it took him 20 minutes to complete the experiment).

10. "This is a very effective means of instruction. I have used it before and I am glad it is now available to public use. Very beneficial" (Form No. 1 BC 17; aged 20 to 40 and MALE; it took him NO recorded time to complete the experiment).

11. "Tell you after. So far so good" (Form No. 1 BC 18; aged 20 to 40 and MALE; it took him 10 minutes to complete the experiment).

12. "Instructional Film Excellent" (Form No. 1 BC 21; aged 20 to 40 and MALE; it took him no recorded time to complete the experiment).

TABLE 3a (cont'd)

13. "I made an error in lacing the recorder - which I should not have made. I missed a step in the instructions. Hence my recommendations" (Form No. 1 BC 1; aged 41 to 65 and MALE; it took him 15 minutes to complete the experiment; having been assisted for 5 minutes).

14. "A marvellous institution, with a friendly, helpful staff to demonstrate and make good, useful suggestions" (Form No. 1 BC 3; aged 41 to 65 and MALE; it took him 17 minutes to complete the experiment).

15. "Sounds fabulous" (Form No. 1 BC 5; aged 41 to 65 and MALE; it took him 30 minutes to complete the experiment).

16. "If the selection is adequate, which I don't know much about, yet I think it is a terrific idea for those who learn; but don't really like reading or don't feel they have the time. (Plus (?) kids like watching TV. It's a natural attraction even if it is educational" (Form No. 1 BC 7; aged 20 to 40 and MALE; it took him 15 minutes to complete the experiment).

TABLE 3b

(This Table represents the verbatim COMMENTS)
(made on Form No. 1 by the "C" group users)

17. "It's a good system, especially for educational purposes. Should have more colour and interesting tapes" (Form No. 1 C 1; aged 20 to 40 and FEMALE; it took her 10 minutes to compoete the experiment).

18. "Very helpfull Librarian Staff !!!!" (Form No. 1 C 5; aged 20 to 40 and MALE; it took him 20 minutes to complete the experiment).

19. "This is just a terrific service" (Form No. 1 C 9; aged 20 to 40 and FEMALE; it took her 20 minutes to complete the experiment).

20. "For small group use this medium appears preferable to projected film" (Form No. 1 C 13 and MALE; it took him 20 minutes to complete the experiment).

21. "Would like more action in the show jumping and less talk - took it home for a 12-year-old who is horse crazy" (Form No. 1 C 14; aged 41 to 65 and FEMALE; it took her 20 minutes to complete the experiment).

22. "Instruction book to take home would he helpful" (Form No. 1 C 15; aged 41 to 65 and FEMALE; it took her 25 minutes to complete the experiment).

23. "Very impressed with this service" (Form No. 1 C 17; aged 41 to 65; it took him (MALE) no recorded time to complete the experiment).

TABLE 3b (cont'd)

24. "Gives more scope in a learning or entertainment situation" (Form No. 1 C 19; MALE and aged 20 to 40; it took him 10 minutes to complete the experiment).

25. "The instructions given on the Instruction Tape and by the staff appears to be quite adequate" (Form No. 1 C 20; aged 41 to 65 and MALE: it took no recorded time to complete the experiment).

26. "I think it will be very educational if all kinds of films can be obtained" (Form No. 1 C 32; aged 20 to 40 and MALE; it took him 20 minutes to complete the experiment).

27. "Very helpfull instruction" (Form No. 1 C 34; aged 20 to 40 and FEMALE; it took her 25 minutes to complete the experiment).

TABLE 3c

(This Table represents the verbatim COMMENTS)
(made on Form No. 2 by the "BC" group users)

28. "Expected more from some topics, e.g. found some quite juvenile. Generally expect next time to be more selective" (Form No. 2 BC 45; saw EIGHT programs, assessing FOUR as "some" in value, and the other FOUR as "Little".

29. "I might like to borrow 'Evolution of Women' again if I join a consciousness-raising group. It would be to show to the group" (Form No. 2 BC 41; saw TWO programs, assessing 1 as "great" and the other as "some".

30. "I would like to see program continue and more tapes on TRADES and such things; Automotive Repairs for all Handymen" (Form No. 1 BC 42; saw 5 programs, assessing 3 as "great"; 2 as "some")

31. "It's great. Extend the time period of the experiment" (Form No. 2 BC 44 (saw 2 films twice each and assessed them as "Some" and "Great" respectively).

32. "Interesting concept overall. Could use more variety in tape subject; could use more depth in EDUCATIONAL tapes. Colour sounds like a great idea" (Form No. 2 BC 9; saw NEITHER of two films; but assessed them as "Little" and "Some", respectively)

33. "Had no trouble setting up equipment, but when tapes were run on 2 TV sets, results were unsatisfactory in both cases. Volume was low and sound rather distorted. Also a band of 'streaks' ran across centre of screen in both cases" (Form No. 2; BC 8 who watched TWO programs and assessed them as "Little".

TABLE 3c (cont'd)

34. "I really think it is a good thing and has terrific potential, especially if the quality and number of beneficial tapes made available is increased" (Form No. 2 BC 7; watched 5 tapes, scoring 3 as "Some" and the other two as "Little").

35. "Picture breaking at top. Otherwise no problem (Did not use tracking knob)" (Form No. 2, BC 6; saw SIX programs, the first FOUR TWICE EACH, and the last TWO ONCE each, and assessing as follows: 1st picture = "Some"; 2nd picture = "Great"; 3rd picture = "Some"; 4th picture = "Some"; 5th picture = "Little", and 6th picture = "Little".)

36. "Believe this is a remendous facility for EDUCATIONAL purposes and also purely entertainment in the home" (Form No. 2, BC 5: saw SIX programs, the 1st one TWICE; the 2nd, 3rd and 6th, ONCE EACH; the 5th THRICE; and the 4th NOT AT ALL. However his scores are as follows;

first program	=	"Great"
second program	=	"Some"
third program	=	"Some"
fourth program	=	"Some" (unseen)
fifth program	=	"Great" (seen THRICE)
sixth program	=	"Great"

37. "We found the clarity of film excellent. We enjoyed some of the tapes. The idea is one we would like to see extended so we could borrow it for longer periods. Also a greater choice of films would be appreciated" (Form No. 2, BC 1; saw SIX tapes 6 times, once, once, once, 4 times, and twice, respectively, scoring the first and fifth as "great"; the second and third as "Little"; and, the fourth and sixth as "Some").

38. "Had problem with machine. Tape would not go either way"

39. "The equipment is good but the tapes are poor. Many tapes made no use of the video advantage over audio tapes. Who needs to see people talking?" (Form No. 2 BC 21: saw each of SIX tapes ONCE scoring the first two as "Little"; the next two as "Some"; the fifth as "Little"; and the sixth as "Some").

40. " We have access next door at neighbours' but do not mind black and white" (Form No. 2 BC 20; scored four tapes as "great" but did not indicate how many times the four listed tapes had been seen).

41. "I would like to see the tape library increased and possibly have a person on staff that could repair minor problems" (Form No. 2, BC 13; saw two tapes, ONCE EACH, scoring both as "great")

42. "I found it very interesting and you could stop the tape where you wanted" (Form No. 2, BC 51: saw four tapes - the first TWICE and scored as "great"; the other three ONCE EACH with the second and third being scored as "Some" and the fourth being scored as "great").

43. "There was a distortion at the top of the screen, but it wasn't too serious. It wasn't a tracking problem, but rather a 'matching distortion' between recorder and TV - I think when the recorder was running. When the picture was stationary on stop, no distortion" (Form No. 2 BC 49; saw a single tape ONCE, which was scored as great")

44. "Experienced difficulty with blackout of machine number 1 due to fault in heads and trouble with horizontal (?) of heads top of screen due to tension (?). Some (?) factor" (Form No. 2 BC 48; saw one tape TWICE, scoring it as "some")

45. "It would be great if a camera was available so interested people could try making their own video tapes" (Form No. 2 BC 39; saw each of 3 tapes 3 times and a fourth tape twice, scoring the first 3 as "great" and the fourth as "Some").

46. "Disappointed. Fizzy pictures with only the sound" (Form No. 2 BC 38; listed seven tapes borrowed but appeared to have seen ONE of them ONCE, scoring it as "Little").

47. "Will prefer tapes on home improvements, modifications, Gardening, Tennis" (Form No. 2 BC 37; borrowed SIX tapes each of which was seen ONCE and each of which was scored as "great").

48. "Tapes on Fourth Dimention were (?) distorted" (Form No. 2 BC 36; borrowed 4 tapes, seeing the first twice and scoring it as "great"; saw the other three ONCE each, scoring second and third as "Some" and the fourth as "Little").

49. "I think colour greatly enhances viewing and should be available" (Form No. 2 BC 33; saw each of seven tapes ONCE, scoring three as "great" and the rest as "Some").

50. "All who saw the equipment in action were pleased to learn of its availability. Direct talk programs wer found boring. Programs featuring local places and people were the most interesting. 'How to" programs also held interest. In general the action was too slow for group viewing but ideal for individuals. A tabulation of tapes suitable for group viewing would be helpful" (Form No. 2 BC 32; borrowed three tapes, seeing the first 3 times; the second once; and the third three times; and scoring the first and third as "great" and the second as "Little").

51. "Very good service" (Form No. 2 BC 31; borrowed FIVE tapes and saw the first TWICE, scoring it as "Some"; the second ONCE, scoring it as "Some"; the rest THRICE EACH, scoring them as "great").

52. "I hope that video tape units and films will continue to be available in the library" (Form No. 2 BC 30; saw each of FIVE tapes ONCE, scoring the first two as "great", the third as "Little" and the last two as "Some")

53. "Fantastic potential for educational use" (Form No. 2 BC 29).

54. "This type of equipment is extremely interesting and I believe that the service should be continued" (Form No. 2 BC 25; saw the first of three borrowed tapes TWICE, scoring it as "Some"; and the rest THRICE EACH, scoring them as "great").

55. "Enjoyable - easy to set up. Visual presentation better than just words" (Form No. 2 C 2; saw the first of FIVE borrowed tapes TWICE, scoring it as "great"; and the rest ONCE EACH, scoring them as "Some", except for the second tape which was scored as "great").

56. "Should be available for use in schools as much of the material is useful for special lessons in photography club" (Form No. 2 C 3; saw each of FIVE borrowed tapes ONCE, scoring the first as "great" and the rest as "Some").

57. "Tape slipped inside guard as shown over. When loading second tape motor sw (?) off as if circuit breaker tripping. Rest o.k. but no video thereafter" (Form No. 2 C 4; borrowed a single tape, saw it once and scored it as "Little")

58. "Excellent picture quality and sound. Would prefer colour. From an instructional point of view the tapes on golf are not quite adequate though they are good entertainment" (Form No. 2 C 5; borrowed a single tape, saw it once and scored it as "great").

59. "Had a ball!! Kids really got a kick out of Polka Door. If it hadn't been for the staff I wouldn't have known anything about it. Great promoters of great things!!" (Form No. 2 C 5; borrowed 10 tapes, seeing one of them THRICE, another TWICE, and the rest ONCE each; and scoring FIVE as "great" and the rest as "Some").

60. "Nature tapes or travel tapes would be more impressive in colour. Maybe the variety fare programs would also be better in colour" (Form No. 2 C 7; saw two of FIVE borrowed tapes twice each and the rest once each, scoring the first three as "great" and the last two as "Little").

61. "I enjoyed the video programs" (Form No. 2 C 9; saw four of SEVEN borrowed tapes 3 times each and the rest twice each, scoring ALL of them as "great").

62. "Although there was a little problem with picture quality, it was more relaxing to watch than a film presentation" (Form No. 2 C 13; borrowed three tapes without indicating how many times they were seen but scoring each of them as "great").

63. "It was very exciting to be trying a new media, that was so simple to operate" (Form No. 2 C 14; saw each of four borrowed tapes once, scoring the first as "great" and the rest as "Some").

64. "Could not get a picture in colour on the colour set even though one tape was marked colour. Excellent equipment, ideal learning facility using "pause" watch" (Form No. 2 C 17; scored each of four borrowed tapes as "great" but did not indicate how many times the tapes were seen).

65. "I sincerely hope this service can be expanded to give a wider variety. This project is an excellent idea" (Form No. 2 C 18; borrowed SIX tapes, seeing the first 4 times and scoring it as "great"; the second twice, scoring it as "Some"; and failed to indicate how many times the others were seen although one of them was scored as "Some", while the remaining two were scored as "Little").

66. "Colour can arouse interests but black and white doesn't appear to detract from the value of the tapes" (Form No. 2 C 19; borrowed two tapes, seeing the first 3 times and the second twice and scoring both as "great").

67. "The 48 hour time limit was insufficient for tapes such as these. Instructional films should, I believe, have longer duration" (Form No. 2 C 20; borrowed two tapes, seeing the first once and scoring it as "Some").

68. "Cassettes would make the whole system even easier to use" (Form No. 2 C 21; borrowed two tapes, seeing both THRICE each and scoring them as "great")

69. "Tapes and video equipment should be both on a longer borrowing period" (Form No. 2 C 24; borrowed a single tape, did not indicate how many times (it was seen, but scored it as "Some").

70. "Coaching Forum, The Coach, Practise Org., all of little value. Too many tapes for time available. Be back again" (Form No. 2 C 28; borrowed NINE tapes, seeing three of them 4 times each; five of them twice each; and the remaining 1 once. <u>All</u> were scored as "great").

71. "The range of topics of a technical nature seems limited" (Form No. 2 C 30: borrowed SIX tapes, seeing the first three TWICE each and the last three ONCE each; the first four were all scored as "great"; the fifth as "Some"; and the last as "little").

72. "Good idea but would be better with colour equipment" (Form No. 2 C 31; borrowed FIVE tapes of which two were seen and scored as "Some").

73. "Video hold use of some problem on some of the tapes which made it most uninteresting" (Form No. 2 C 32; borrowed FIVE tapes four of which were seem ONCE each, while the remaining one was seen twice. While two of the tapes were scored as "great", and two others as "Some", the fifth was scored as "Little").

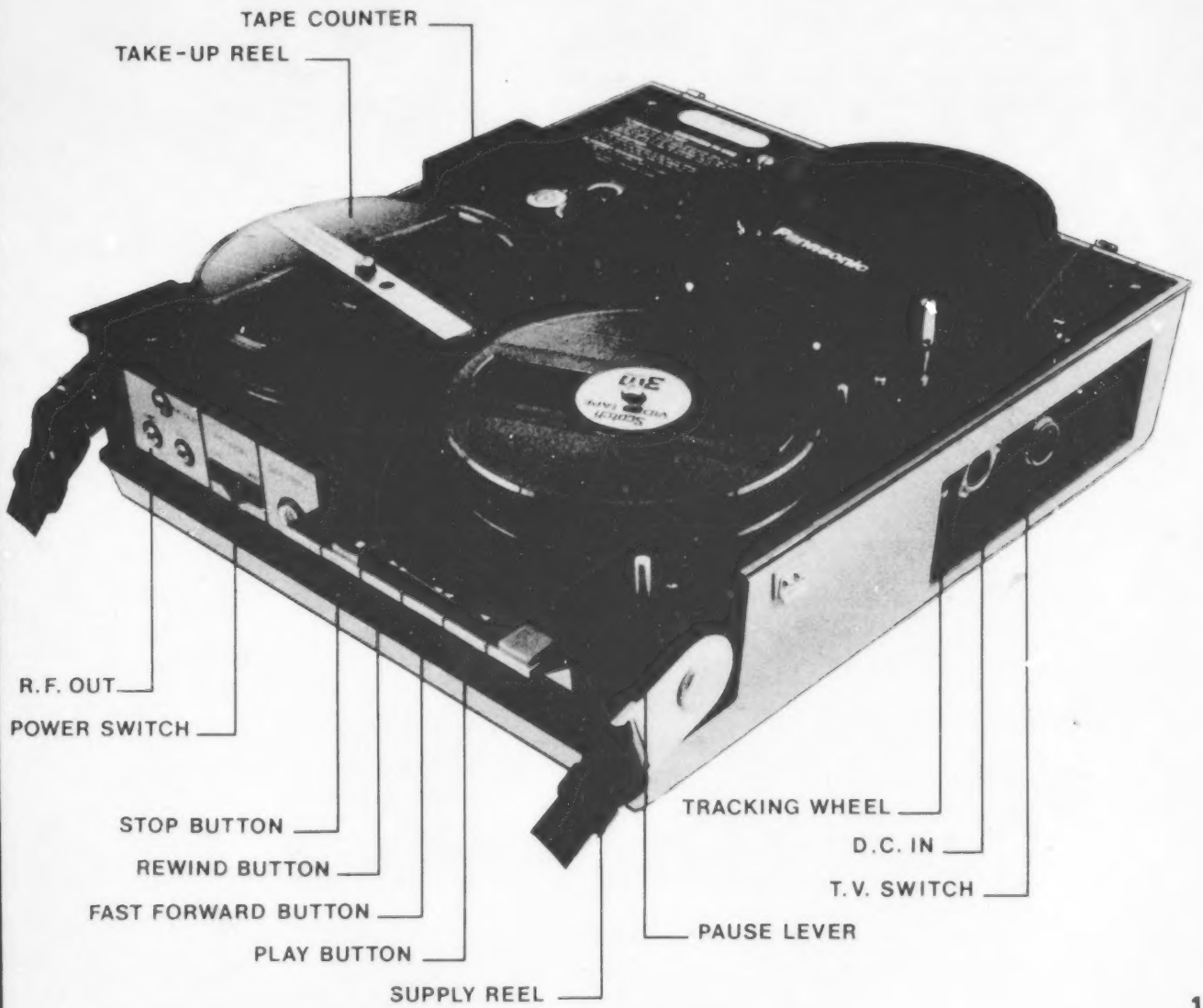
74. "Subjects on golf well covered - son had several chums in to watch" (Form No. 2 C 34; borrowed SIX tapes, seeing four of them TEN times each and the remaining two FOUR times each. While four were scored as "great", two were scored as "Some").

APPENDIX E

Video-Tape at home

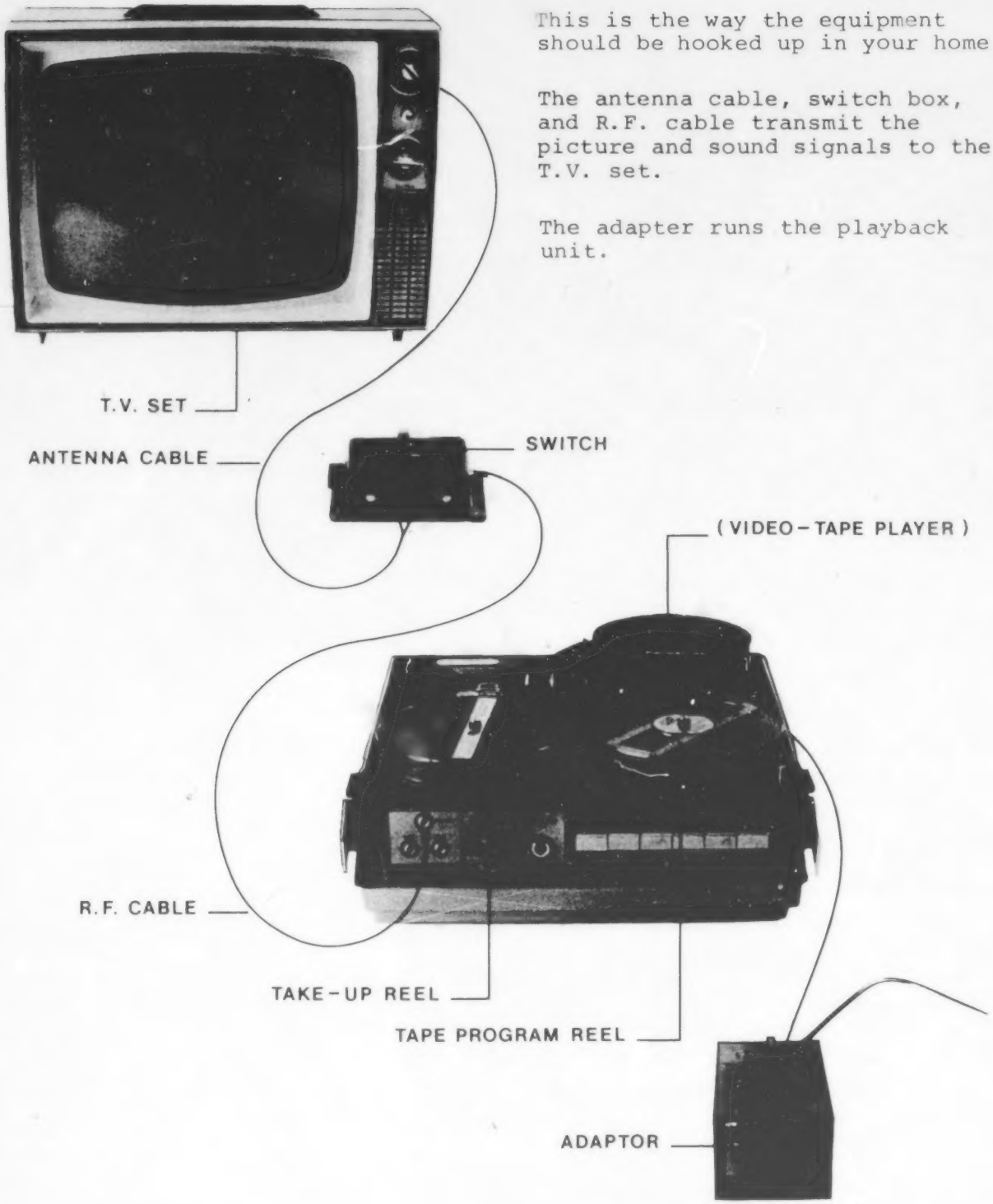
Most of us are familiar with the development of the cassette tape recorder which can record and play-back sound. We have now advanced far beyond being able to record and reproduce only sound. A portable picture tape recorder or video-tape player has been developed which records and plays back not only sound, but also records pictures which can be played back on an ordinary TV set. With this equipment then, we can now control a TV program in our own homes.

This booklet is about how to hook up a picture play-back unit or video-tape player to your home TV set. There are other uses for this equipment which will not be explored because they do not affect the play-back aspects of the unit. Only, therefore, the essential steps for setting up and using the play-back functions will be explained. It is a safe and simple procedure!



1

You need the following equipment



This is the way the equipment should be hooked up in your home.

The antenna cable, switch box, and R.F. cable transmit the picture and sound signals to the T.V. set.

The adapter runs the playback unit.

Hook-up steps

1. Thread the video tape player (unzip the player and take off the cover).

(a) Make sure the unit is off.

(b) Push the STOP button to make sure the machine is cleared for threading.

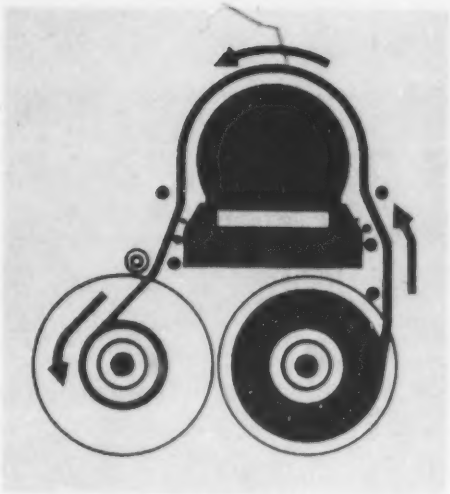
(c) Place the full reel on the right hub and the take up reel on the left hub.

(d) Unwind 2' of tape from the full reel.

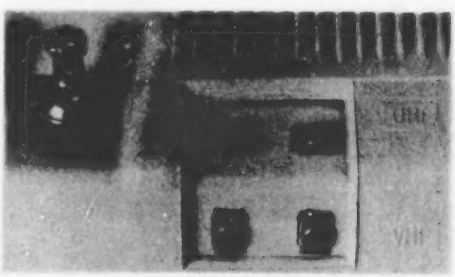
(e) Hold the unwound portion in both hands and thread exactly as shown in the diagram.

(f) Be careful to thread properly around the guards.

(g) Make sure the tape is not tangled.

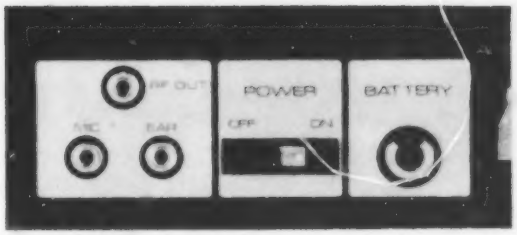


2. Disconnect your antenna wire from your TV set and connect the TV cable from the switch box.

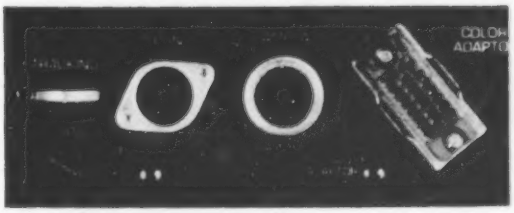


Hook-up steps

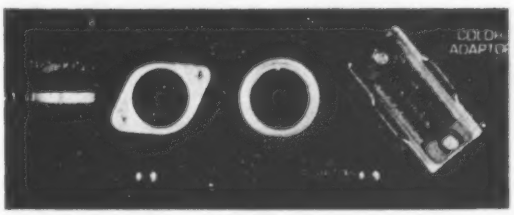
3. Plug in the R.F. cable from the switch box to the R.F. OUT on the video-tape player.



4. Plug the adaptor in:
   a) wall plug
   b) into the DC IN on the play unit



5. Turn the selector switch to TV.

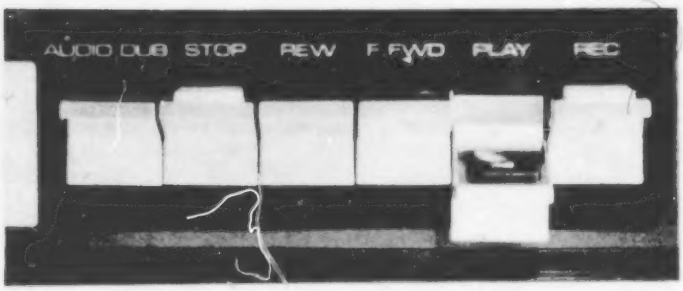


Activation

1. Turn the following power switches on:
a) Video-tape player unit power switch
b) Adaptor power switch
c) TV set power switch

2. Switch to channel 5 or 6.

3. Push the PLAY button on the video-tape player.

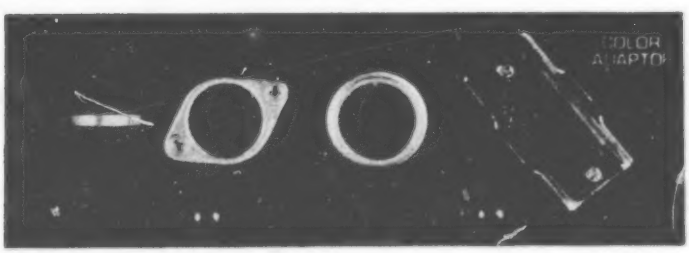


4. The program should be on in approximately 7 seconds.

Difficulties

1. If nothing happens
a) check the power switches
b) check the hook-up steps again

2. Lines in picture - adjust the tracking dial.

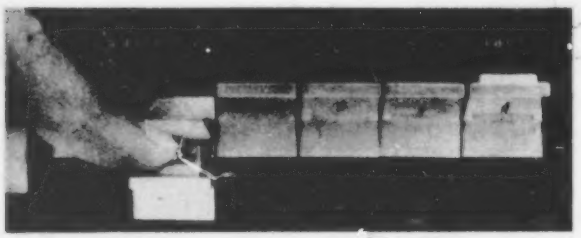


3. Make sure your TV set is tuned in properly.

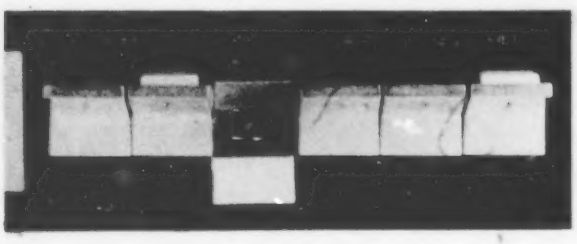
4. If the picture is poor on one channel, try the other (5 or 6).

Play and Rewind functions

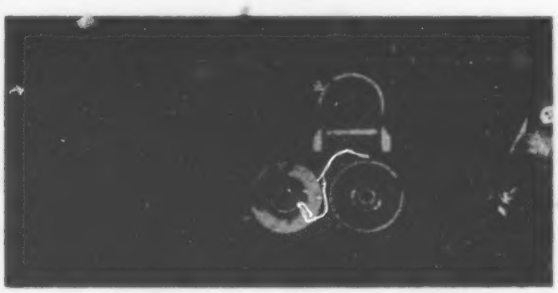
1. To stop the tape press the STOP button.



2. To rewind the tape rapidly press the REWIND button.

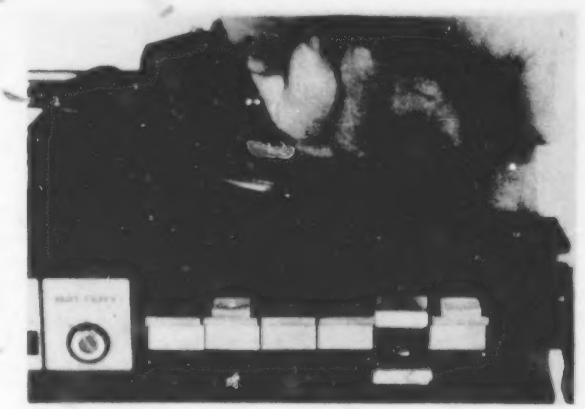


3. Use the footage counter to tell how much you have rewound and/or if you wish to stop the tape at a specific spot.



4. Push the FAST FORWARD button if you wish to move the tape ahead rapidly.

5. Use the PAUSE lever to stop the tape to hold a single picture.



Care and Maintenance

1. Store in a cool, dry dust-free place.
2. Keep magnetic objects away from the machine.
3. Use the leather protecting case to carry the play-back unit.

The Ontario Educational
Communications Authority

Research and
Development Branch

APPENDIX F

Reflections on A REPORT AND EVALUATION OF THE OECA - INTEGRATED PROJECTS V.T.R PROJECT AT CHINGUACOUSY PUBLIC LIBRARY IN BRAMALEA, ONTARIO, JANUARY 1974 - JUNE 1974.

Written by

Eweka.

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Reflections on A REPORT AND EVALUATION OF THE OECA - INTEGRATED PROJECTS V.T.R. PROJECT AT CHINGUACOUSY PUBLIC LIBRARY IN BRAMALEA, ONTARIO, JANUARY 1974 - JUNE 1974.

Written by Iro Eweka

The following reflections represent personal views and do not necessarily coincide with those of anyone else connected with this Project. Nor are they to be taken as "The Minority Report" of "a dissentient voice". On the contrary, their aim, hopefully, is to shed some light on such aspects of the Project which seem to have touched on wider issues involving the entire framework of OECA policies and would, consequently, be outside the direct terms of reference of the Project.

Starting from the last set of data analyzed in the Report, it might be erroneous to conclude that the 16 participants who had no colour TV sets were people who did not use the equipment in their own homes. For there seems to be nothing in the Project demanding that only colour TV sets be used. It might mean, therefore, that the 16 participants in question had no TV sets of any kind in their homes. If that is correct, some of the questions that might be asked would include :-

(1) What is the most likely social status of people who make regular use of a lending library (with all that that may suggest) but do not possess TV sets in their own homes?

(2) In what ways may such people be made to benefit from the results of this and similar Projects?

On the second question, we might also need to know the type and nature of benefit envisaged. This would mean considering, among other things, whether or not the tapes to be borrowed from the libraries are to contain:-

(a) entertainment material;

(b) educational material;

(c) both.

The implied dichotomy in the above sub-questions may, of course, be difficult to support empirically; but there seems to be some evidence that TV audiences all too often tend to ignore the existence of a face behind the mask, so to speak, regarding the contents of the programs they watch : their primary assumption being that "TV is entertainment.....a substitute for the Cinema and the Theatre" (See BBC Audience Research, 1970).

However, judging from the 145 tapes borrowed by the participants in this Project, there would seem to have existed a horrible mix-bag of material, and this leaves me wondering what the Project is, ultimately, about. This seems important because of what the OECA appears to stand for. In this connection one might refer to some of the statements made recently by the OECA Chairman, T.R.Ide, statements which have since been printed under the title of "The Potentials and Limitations of Television as an Educational Medium". The Chairman stated (page 336) that:-

> Television instruction is successful when the programme content is well organized, meets high pedagogical standards, and is presented in a learning context.

Although such concepts as "high pedagogical standards" and "learning context" demand clear definitions, which the Chairman failed to supply, he nevertheless made the apparently important point, saying :-

> That students learn from televised teaching cannot be doubted, but the conditions under which such learning takes place and the specific characteristics of televised presentations that bring this about are yet to be determined, and most research ignored such questions (ibidem)

It may be argued that the present Project had no intention, originally, of finding out anything about how students learn through televised teaching. But some of its findings indicate that televised learning may need no teaching at all. Also they indicate the possible type of conditions under which such

learning may take place. What they do fail to indicate, however, is the specific purpose to which the content of the tapes they borrowed is suitable.

True, 85.5% of the 145 tapes borrowed by the participants were scored as "Great", 77.9% as "Some", and 24.8% as "Little". But that does not tell us anything significant either about the purpose of the tapes or, if one must follow up the OECA Chairman's statement, whether or not the "programme content" of the tapes "meets high pedagogical standards". Yet, whether one likes it or not, the OECA's primary objective is educational.

But perhaps, since this was a "feasibility Project", all the 145 tapes borrowed were for entertainment and not for education. If that is the case, the findings would be misleading for the purposes of planning the primary policies of the OECA. For in the final analysis the three main areas at which the OECA should aim its arrows of specialization should be:-

(i) Pre-school Audiences;

(ii) In-school Audiences; and,

(iii) Post-school Audiences.

So far, it may be claimed with a measure of certainty, some useful work is already being done in the first two of the three audience areas. It is in the third area that a great deal seems to be lacking. One obvious reason for this is that very little is known as yet about the needs of this area, or about the effective means by which any of the assumed needs may at present be met.

For example, when one realizes that nearly 200,000 Canadian citizens and tax payers are officially classified as "functionally illiterate", one begins to wonder how the OECA is actually setting out about meeting some of its statutory responsibilities. For one thing, to say that some one is "functionally illiterate" may not necessarily mean that that some one is also ineducable. By implication, therefore, the OECA cannot justify a complete neglect of the "functionally illiterate", at least, until it is convincingly proved that that class of citizens cannot be educated by any known means.

Furthermore, when one realizes that just over 51% of those now serving prison sentences in Federal prisons have also been officially classified as "functionally illiterate", one is bound to wonder if there may be no disturbing correlation between "functional illiteracy" and the crime rate. But, of course, no one would suggest that the OECA must undertake the prevention of crimes. But the question that might be legitimately asked is this:- just how far can the OECA's educational responsibilities help in social services and the amelioration of spiritual and intellectual deprivation in a Society as advanced as the Canadian Society?

Even in the specific case of entertainment television, Chairman Ide reported that:-

> Lyle, Schramm and Parker find few signs that television is raising taste - on the contrary, they feel it may be hardening taste at a level based on its own common-denominator standards. Their findings, together with those of Himmelweit, that children learn to like programmes available to them, although ordinarily they would not select these programmes, will be regarded with concern.....
> (Emphasis supplied)

The "common-denominator standards" of commercial television have been quite minutely discussed by such writers as Jules Henry : "Culture Against Man"; Charles Hampden-Turner : "Radical Man", to mention only two, and it would seem that in order to fulfill its duties the OECA need to combat those "standards" by setting up higher ones. As for children's learning to like the programmes available to them.....", it does seem conceivable that what is true of children is also true of adults. In any case, the present Report shows a preponderance of middle-aged watchers, and middle-aged people are notoriously set in their attitudes - a "hardening of taste". But is there or is there not a case for using educational television to "soften tastes" at all levels?

Chairman Ide, however, stated that:-

> The home-viewing environment can offer considerations of comfort, informality, intimacy, and small-group interaction or distraction.....(page 340)

Statistical Tables on the participants in the present Project relating to "intention for borrowing the V.T.R. equipment" as well as to "where the equipment was used after being borrowed", would seem to support, in part at least, Chairman Ide's claim stated above. Therefore, one might suggest, this Project indicates an important avenue for reaching the Post-school Audiences. But a Project involving 71 participants and carried on in a single library can hardly serve as a final guide to decision-making regarding any of the areas already indicated in the foregoing reflections. But the Project has, at any rate, been a "feasibility study". Its main usefulness, therefore, might be that it indicates that a much larger Project of a similar type be mounted to some advantage.

One other point which seems to have emerged from this Project, however, is that there is no cause for undue optimism regarding the problems of the unmotivated intellectually disadvantaged. Indeed, the figures in the analysis show that only 4 out of the 77 participants in the Project decided to try out the equipment for <u>educational reason</u>. In interpreting the data, therefore, one ought to bear in mind that, as Chairman Ide has put it:-

> The type of system available to the learner determines the flexibility of his access to programming and the nature of his interaction with television resources.(Page 345)

The question raised here is one of <u>educational motivation</u> for which the OECA ought to be responsible if it is to succeed with the Post-school Audiences.

Finally, therefore, it seems to me that one of the most important assets of this Project is that it suggests a way to involve the would-be television

learner in the Post-school area in the very process of planning what he has to learn. This is where, in my opinion, the question of "self-motivation" must be seriously considered; and, in this respect, it seems that this Project asked a crucial educational question, which is:-

"What can the machine do that the teacher cannot do?"